THE STATUS OF HIGH SCHOOL AND HIGHER SECONDARY SCHOOL LIBRARIES IN KARUR DISTRICT: A STUDY

A THESIS

Submitted by

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in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY



FACULTY OF SCIENCE AND HUMANITIES

ANNA UNIVERSITY

CHENNAI 600 025

OCTOBER 2014



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CERTIFICATE

This is to certify that all corrections and suggestions pointed out by the Indian /Foreign Examiner(s) are incorporated in the Thesis titled "THE STATUS OF HIGH SCHOOL AND HIGHER SECONDARY SCHOOL LIBRARIES IN KARUR DISTRICT: A STUDY" submitted by Mr. P. SELVAKUMAR

Place: Chennai

Date : 14.10.2014

Signature of the Supervisor



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PROCEEDINGS OF THE Ph.D. VIVA-VOCE EXAMINATION OF Mr. SELVAKUMAR P. HELD AT 11.00 A.M. ON 14.10.2014 IN The Department of Library And Information Science, Dhanalakshmi College of Engineering, Manimangalam, Chennai – 601 301.

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The corrections suggested by the Indian/Foreign examiner have been carried out and incorporated in the Thesis before the Oral examination.

Based on the scholar's research work, his presentation and also the clarifications and answers by the scholar to the questions, the board recommends that Mr. SELVAKUMAR P be awarded Ph.D. degree in the Faculty of Science and Humanities.

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CERTIFICATE

The research work embodied in the present Thesis entitled **"THE STATUS OF HIGH SCHOOL AND HIGHER SECONDARY SCHOOL LIBRARIES IN KARUR DISTRICT: A STUDY"** has been carried out in the Department of Library and Information Science, Dhanalakshmi College of Engineering, Chennai. The work reported herein is original and does not form part of any other thesis or dissertation on the basis of which a degree or award was conferred on an earlier occasion or to any other scholar.

I understand the University's policy on plagiarism and declare that the thesis and publications are my own work, except where specifically acknowledged and has not been copied from other sources or been previously submitted for award or assessment.

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ABSTRACT

The School Library exists to provide a range of learning opportunities for both large and small groups as well as individuals with a focus on intellectual content, information literacy and the learner. Hence, A School Library can give a good education to the students. So, Every School must have a good Library. If there is no library in a school, there would be many problems in Educational development. However, Information cannot be given promptly and accurately to the School Students and Teachers, reading habit cannot be created, deep knowledge cannot be acquired, self-discovery cannot be attained and intellectual curiosity cannot be developed. There will be no possibility to develop in pupils in the ability to learn from books, there will not be any possibility to create a lifelong liking and longing for new knowledge, to help an individual to realize the full potentialities of his personality without school library. Hence, School Education Commission in India recommends that each and every school must possess a very good library. So, the library facilities at school are essential. However, this research has been designed as a case study to analyze the status of high school and higher secondary school libraries.

Thus, the main objective of the study is to investigate about the current status of high School and higher Secondary school libraries in Karur District, Tamilnadu, India. Hence, the present study aims to find out the Physical

Infrastructure, Library Collection, Services, and Annual budget, Technology and Staffing of High School and Higher Secondary School Libraries in Karur District. The present study belongs to Survey Method. However, Questionnaire method has been used for this study. The study requires both primary and secondary data. Primary data has been collected by the researcher by questionnaire method and Secondary data has been collected from published and unpublished documentary sources. Every available source has been used to collect data for this study. Especially, data has been collected from Questionnaire, Interview, Internet, Government Reports, Newspapers, Journals, Magazines, Reference materials like Encyclopedias, Dictionaries and Yearbooks etc.

Totally, 171 questionnaires were distributed to the respondents of various high schools and higher secondary schools and 143 (83.62%) respondents responded and handed over the filled in questionnaires. The study covers 73(42.69%) High School Libraries and 70(40.93%) Higher Secondary School Libraries from Karur District, Tamilnadu, India. The study reveals that 29.4% of Matriculation Schools, 2.1% of CBSE Schools, 67.8% of State Board Schools, 0.7% of ICSE Schools, 44.8% of Government Schools, 44.1% of Private Schools, 8.4% of Aided Schools, 0.7% of A D W Schools and 2.1% of Municipality Schools have Library in Karur District. However, the study reveals that 39.97% of High Schools and 60.02% of Higher Secondary Schools have Racks in their Libraries and 38.53% of Books are available in High School Libraries and 61.46% of Books are available in Higher Secondary School

Libraries in Karur District. Hence, the study reveals that 8.39% of high school libraries and 14.68% of higher secondary school libraries offer lending service in their libraries in Karur district. However, 7.69% of high school libraries, 16.78% of higher secondary school libraries offer Internet service and 6.29% of high school libraries, 13.28% of higher secondary school libraries offer library hour in Karur district.

The study reveals that 26.57% of Staff members are working in High School Libraries and 17.48% of Staff members are working in Higher Secondary School Libraries in Karur District. However, 17.48% of Staff members have completed BLIS, 6.99% of Staff members have completed MLIS, 2.09% of Staff members have completed M.Phil , 24.47% of Staff members have completed any under graduation in High School Libraries in Karur District. Hence, 3.49% of Staff members have completed BLIS, 9.79% of Staff members have completed MLIS, 4.19% of Staff members have completed M.Phil, and 31.46% of Staff members have completed any under graduation in Higher Secondary School Libraries in Karur District. The study reveals that every year 42.61% of fund is allotted to purchase books in High School Libraries and 57.38% of fund is allotted to purchase books in Higher Secondary School Libraries in Karur District. Thus, the most important recommendation of this study is that the Educational process and the Library process should work closely together at local, national and international level, in order to achieve an improvement in educational quality and academic achievement in a globalised society. There is a great need for the

development of school libraries in India. If the reading habits of the students have to be changed, the conditions of the school libraries have to be improved. For this purpose, the central as well as the state government, the school authorities, the school librarian and the teachers will all have to work together. Firstly, the government of India must ensure that the school library has a well-stocked active collection managed by a qualified Librarian. For this purpose, school library legislation should be passed as soon as possible. The School Librarians in India must play a positive role of being the information providers. School Librarians must assist the teachers and students to search out their information needs critically evaluate the materials and use technological means to synthesize their findings into new knowledge. Hence, School Librarians must become proficient in the use of the new technologies themselves first to promote them and instruct students and teachers in their use. They must expand their traditional service environment to that of computer based data and sophisticated information seeking strategies. In fact, CBSE in India has recently brought out a book entitled "Organizing School Libraries – Guidelines". It provides useful information for the school principals to upgrade their school libraries and make them more functional. They should organise their school libraries according to the guidelines provided. Last, but not the least, a network of school libraries which will educate school children about school libraries, can also be established.

ACKNOWLEDGEMENT

I place on record my profound sense of sincere gratitude and wholehearted thanks to my respected guide **Dr. K.THANDAVAMOORTHY**, Research Supervisor, for having given me an opportunity to work under his valuable guidance. Without his constant encouragement and meticulous supervision this thesis would not have been a successful one.

I would also like to thank the H.O.D and all the Faculty members of the Department of Library Science for helping me with the flow of fresh ideas to make this research work fruitful. I also thankfully remember and acknowledge the help rendered by the Librarians of Bishop Heber College, Periyar Maniammai University and Anna University. I would like to express my heartfelt thanks to the Management and Staff Members of High School and Higher Secondary Schools in Karur District, Tamilnadu for their immense support to the success of my work. I am greatly owed to my **well-wishers and friends** for their support and cooperation in various stages of this work, without whose support this work may ever see the light of the day. Finally, I would like to express my indebtedness to my **parents** for their continuous inspiration and support during my research work.

SELVAKUMAR P

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LIST OF SYMBOLS AND ABBREVIATIONS

AASL	-	American Association of School Librarians
ACRL	-	Association of college and research libraries
ADW	-	Ade Dravidar Welfare School
AIES	-	All India Educational Survey
ALA	-	American Library Association
		And Institutions
ASLA	-	American Society of Landscape Architects
BLIS	-	Bachelor of Library and Information Science
CAI	-	Computer aided instruction
CBSE	-	Central Board of Secondary Education
CLF	-	Children's library framework development
		Cultural Organization
CWSN	-	Children with special needs
DDC	-	Dewey decimal classification
ECDL	-	European computer driving license
EFA	-	The Education for all
ELO	-	Electronic Learning Environment
ENSIL	-	European Network for School Libraries and
ERA	-	Education Reform Act

EU	-	European Council
IASL	-	The International Association of School Librarianship
ICSE	-	Indian Certificate of Secondary Education
ICT	-	Information and Communication Technology
IFLA	-	International Federation of Library Associations
ILA	-	Indian Library Association
INFLIBNET	-	Information and Library Network Centre
		Information Literacy
LEA	-	Local Education Authorities
LIS	-	Library and Information Science
LISU	-	Library and Information Statistical Unit
LMC	-	Library media centers
LMS	-	Learning Management System
LSTA	-	Library services and technology act
M.PHIL	-	Master of Philosophy
MATRIC	-	Matriculation School
MCAS	-	Massachusetts Comprehensive Assessment System
MI	-	Multiple intelligences
MLIS	-	Master of Library and Information Science
NCERT	-	National Council of Educational Research and Training
NET	-	National Educational Exhibition

OECD	-	Organization for Economic cooperation and development
OPAC	-	Online public access catalog
PC	-	Personal computer
PGT	-	Post Graduate Teacher
PISA	-	Programme for International Student Assessment
PSSA	-	Pennsylvania System of School Assessment
SES	-	Socio Economic Status
SLRC	-	School Library Resource Centre
SLS	-	School Library Services
TAAS	-	Texas assessment of academic skills
TCAP	-	Tennessee comprehensive assessment program
TEAMS	-	Texas Education Assessment Minimum Skills Test
TGT	-	Trained Graduate Teacher
UEE	-	Universal Elementary Education
UG	-	Under Graduation
UGC	-	University Grant Commission
UNESCO	-	United Nations Educational Scientific and
UNICEF	-	United Nations International Children's Emergency Fund
VLE	-	Virtual Learning Environment
WWW	-	World Wide Web

THE STATUS OF HIGH SCHOOL AND HIGHER SECONDARY SCHOOL LIBRARIES IN KARUR DISTRICT: A STUDY

1.1. Introduction

A school library or a school library media center is a library within a school where students, staff, and often parents of a public or private school have access to a variety of resources. The goal of the school library is to ensure that all members of the school community have equitable access to books and reading, to information, and to information technology. A school library uses all types of media, is automated, and utilizes the Internet as well as books for information gathering. School libraries are different from public libraries because they serve as learner oriented laboratories which support, extend, and individualize the school curriculum. A school library serves as the center and coordinating agency for all material used in the school. School Libraries have a very important part to play in future development of the social, cultural, educational life and progress in a country. A well-equipped and well managed library is the foundation of modern educational structure. The present study thus attempts to find out the current status of high school and higher secondary school libraries in Karur District, Tamilnadu, India.

1.2. History of Libraries in India

Libraries existed in India from very ancient days when India was reputed far and wide for different seats of learning in the various monasteries, temples spread throughout all regions of the country. These seats of learning and centers of culture naturally possessed rich collection of books and manuscripts, and served, so to say, as modern day residential university centers. Students, according to Indian tradition and culture had to spend five to fifteen years in the monasteries of the preceptor according to the courses of different subjects for

being a Graduate. Many of these schools were famous for the erudition of the gurus or preceptors attached to them and scholars from far and wide flocked to these Ashram schools, which possessed a rich collection of manuscript on different subjects. In Buddhist times, such collections grew more in importance and drew foreign scholars from far and wide. These were, in fact, the libraries of ancient and medieval India, comparable to the ancient monastic libraries of Europe. Such libraries or storehouses of knowledge were properly organized and maintained. A few notable examples are those attached to the centers of learning at Nalanda, Rajagriha, Odantapuri, Vallabhi, Takshasila, Vikramsila, Tamralipta, etc.

The evidence shows that JayendraVihara and Chinapati (10 miles from the Beas River) were notable centers of learning where Yuan-Chwan stayed for several months for copying Buddhist works and paid a visit to the Royal Library at Kashmir in 631 A.D. and stayed there for getting a number of Buddhist scriptures copied by scribes. Raj Tarangini of Kalhan testifies to the presence of libraries (Saraswati Bhandaras) in Kashmir in 1148 A.D.

1.3. Medieval Indian Libraries

Medieval Indian Libraries can be divided into four classes:

a) Libraries attached to temples and mosques (Religious Libraries)
b) The Libraries of the Hindu Kings (Private Libraries)
c) Libraries of Educational Institutions (Academic Libraries)
d) Libraries Established by Philanthropists (Public Libraries)

Each of these libraries had thousand volumes and instance of private collections also in the south and the north of India. Mohammed of Ghazni maintained a library of more than 30,000 volumes. Mohmud Gavan, a minister of the Bahamani Sultan owned a library of 3000 volumes.

1.4. Indian Libraries in Moghul Period (1526 to 1756)

The Moghul period (1526 to 1756), as has already been stated, there was evidence of private Libraries, (Libraries of the nobility and of kings and emperors) as well as academic libraries attached to Madrasahs. There were collections of books and materials in Tolas, Temples Maktabs and Masjids. Private Libraries were common. Almost every learned scholar or rich person possessed a Library of his own. The aristocrats competed with each other in adding rare books to their Libraries, bought at high prices. Tipoo Sultan also had a famous Library in the South, but it was pillaged in a clash of arms. The collections of this Library were catalogued by Captain Charles Stewart and printed in 1809 at Cambridge University Press. It ultimately crossed the seas and is now preserved by the Indian Office Library, Commonwealth Office, London.

The greatest Library that existed during the Moghul period was the imperial Library of the Moghuls meant exclusively for royal use, though scholars were able to utilize it. All the Moghul Emperors from Babar to Aurangzeb were men of Literary and took keen interest in the development of the Imperial Library. They were very eager to collect and preserve rare books and they valued presents of scholarly books from learned authors. During the Moghul period the royal Libraries at Delhi, Agra, FatepurSikri and Lahore were rich storehouses of knowledge and culture. A good deal of literature of Bhakti, Sufism, love lyrics, martial poetry and secular prose, produced in the medieval period found their place in the Libraries.

1.5. History of School Libraries

The later part of the 19th century marked the beginning of the modern American library movement with the creation of the American Library Association (ALA) in 1876 by a group of librarians led by Melvil Dewey. At these beginning stages of development, the school libraries were primarily made

up of small collections with the school librarian playing primarily a clerical role. 1920 marked to first effort by the library and education communities to evaluate school libraries with the publication of the certain report, which provided the first yardstick for evaluating school libraries.

School libraries experienced another major push following the launch of Sputnik in 1957, which forced the United States to re-evaluate its priorities for math and science education. As a result, the 1960s were one of the greatest periods of growth and development for school libraries due to an increased flow of money and support from the private sector and public funding for education. Most notable during this time was the Knapp School Libraries Project which established model school library media centers across the country. Hundreds of new school libraries were expanded and renovated during this time. Most recently, school libraries have been defined by two major guidelines documents, Information Power (1988) and Information Power II (1998).

1.6. The Purpose of School Libraries

School libraries in the 21st century should be hubs for increased student achievement and positive focused school reform. The school library exists to provide a range of learning opportunities for both large and small groups as well as individuals with a focus on intellectual content, information literacy, and the learner. In addition to classroom visits with collaborating teachers, the school library also serves as a place for students to do independent work, use computers, equipment and research materials, to host special events such as author visits and book clubs and for tutoring and testing. The school library is a collaborative venture in which school library specialists, teachers, and administrators work together to provide opportunities for the social, cultural, and educational growth of students.

1.7. Role of School Libraries

School is a gateway to knowledge and plays an important role in building up a love for reading. The school library is integral to this educational process. Encouraged at the right age, the children are sure to develop a love for books. According to IFLA (International Federation of Library Associations and Institutions) School Library Manifesto, the school library provides information and ideas that are fundamental to functioning successfully in today's information and knowledge based society. The school library equips students with lifelong learning skills and develops the imagination enabling them to live as responsible citizens. The school library facilitates the work of the classroom teacher and ensures each student has equitable access to resources, irrespective of home opportunities or constraints.

1.8. School Libraries in Tamilnadu and other states, India

Although the college and university libraries have developed to a great extent as a result of the work done by UGC (University Grant Commission) and INFLIBNET (Information and Library Network Centre), the school libraries are neglected a lot in India. According to the fifth All India Educational Survey (AIES), only about 40% of the schools have libraries that too in private schools. Moreover, the situation in rural areas is worse than the urban areas. The number of the trained librarians working in the schools is still less. Although the central government has made libraries a priority to help raise the literacy rate, yet these are not receiving the right attention as revealed by the NCERT (National Council of Educational Research and Training) survey of 2003.

The school libraries neither have good collection nor sufficient space because of the financial constraints. Most of the schools have no qualified staff in their libraries. The situation is worst in case of libraries of government schools.

As a result, the school libraries are neither able to inculcate the reading interests among the children nor do they help in achieving information literacy. The documents in most of the school libraries are kept in cabinet under lock and key and are made available to the students on demand only. A traditional card catalogue and Dewey Decimal Classification (DDC) of the documents is normally used. Majority of the school libraries have no computers in the libraries although a good number of them have set up the computer laboratories. The librarians select the documents in consultation with the teaching staff. The library acquires the magazines on current affairs and sports besides a number of daily newspapers in English, Hindi and other regional languages. The students of the primary classes have a library hour on the weekly basis when they are given storybooks so as to inculcate the reading habits.

Majority of the school librarians in India do not provide any other service except the circulation of books in the absence of good library infrastructure. In 2008, the school library committee of the Indian Library Association (ILA) surveyed the school libraries in Delhi and found that most of the government schools had no library at all. Moreover, it was noted that the private schools were better organised with better facilities like staff, collection and services as compared to the government schools. Such schools are continuously improving their collections and access to resources. But, the government schools suffer from lack of funds and staff. Majority of such schools do not even have a full time librarian and the teacher in charge manages the library in the absence of the full time librarian. Although the number of school libraries in primary, secondary and the higher education is growing, yet there are many problems to overcome. The government has left the responsibility of school libraries to the school themselves for providing the resources and funds to establish well-equipped libraries. Most of the schools do not have a separate room for the library especially in government schools.

Since the school authorities are not convinced about the appointment of professional staff for their libraries, they do not appoint professionally trained staff. Until a few years ago, only a few secondary schools had libraries with qualified library staff. Moreover, they are not paid well and as a result the well-trained librarians leave the school library whenever they get an opportunity to work elsewhere. Moreover, the status of school librarian is also low in India. Generally speaking, libraries in private schools are in a better position in terms of space, budget and staff than their counterparts in the government schools. Most of the private schools have appointed trained librarians and are computerized also.

Although, most of the private schools have their websites giving academic information, infrastructure available, etc., yet not much is available in the virtual space about their libraries and the services provided by them. In the current IT scenario, when the school libraries in the developed countries are being used as school library media centres with computer resources that enable children to access a wide variety of information, almost all of the school libraries are far from such a reality in tamilnadu and other states of India.

1.9. Standards for School Libraries

The school library is essential for literacy, education and information provision as well as for economic, social and cultural development of a nation. Hence, the school libraries must have adequate and sustained funding for trained staff, materials, technologies and facilities. As the responsibility of local, regional and national authorities, it must be supported by specific standards. Library standards are used to measure and evaluate the condition of the libraries as well as the degree of their development. They provide an outline for specific library activities and serve to define an ideal state of a library. The standards which are developed professionally indicate a direction for the libraries as to what tasks and

objectives it should strive for. They provide school management with information on the management of libraries. Standards can have an international, national and regional scope.

1.10. Objectives of School Library

It is needless to emphasize that School Library is essential to every long term strategy for Literacy, Formal Education, Information Provision, Economic Social and Cultural Development. Thus it must be supported by the local, state and national governments of the day. In conceptual planning and development of school library services, the librarian is guided by the stated objectives of the school. These objectives mostly pertain to the provision of reading material, guidance in reading, reference service, instructions in the use of library catalogue and reading materials, personal and social guidance to students etc. With little modifications here and there, different school libraries decide about the priorities of services to be offered and frame a set of objectives to be achieved. The major objectives of a school library are to:

- Effectively participate in the teaching-learning program of the school.
- Provide the students with appropriate library materials both printed as well as audio visual and services for the overall growth and development of the personality of the students as an individual.
- Develop reading ability and interest, and inculcate love, enjoyment and pleasure of reading amongst the students.
- Assist the students to become skillful and discriminating users of library.
- Offer opportunities for experiences in creating and using information for knowledge, understanding, information and enjoyment.
- Support all students in learning and practicing skills for evaluating and using information, regardless of form, format or medium, including sensitivity to the modes of communication within the community.

- Stimulate and guide each student in the selection and use of books and other reading materials for the building of taste at appropriate level of maturity.
- Work out a program in consultation with teachers for the effective use of all types of library materials.

1.11. School Library as Learning Resource Centre

The word 'Library' is rich in tradition, meaning, and usage. The definitions of 'School Library' given by various library scientists and associations reflect this heritage. Throughout the world the Library of a school is considered as part and parcel of the academic set up. It is created and maintained to serve and support the educational activities of the school. The recommendations of numerous commissions and committees established by the Government of India and various other states for the improvement of school education can bring in desired results provided the school has the full complement of library resources, personnel, and necessary infrastructure. So far the school library has not been given its rightful place in the scheme of things. Nevertheless, it can play a very important role and help the school in achieving the educational objectives. If it is recognized the value and importance of informal system of education, then library method of self-education is sure to get its due place.

The School Library provides information, inculcates ideas, and develops knowledge that is so essential to functioning successfully in today's information and knowledge based society. It is fundamental to school library to equip students with lifelong learning skills and develop in them creative thinking and imagination, and enabling them to live as ideal and responsible citizens. Thus, the school library must be made the hub of all the activities planned and executed in school. It can be used by students to prepare for their next class period, home examination, general education, information, competitions, recreation and inspiration. To cater to the wide varieties of demands of students and teachers it

has to judiciously select and procure the prescribed / recommended text books and other reading material from different sources, technically process it by making use of a standard scheme of classification, catalogue it to provide various access points, organize the collection on scientific lines, circulate the documents and disseminate the information in the manner most liked by the students and teachers. In addition, the school library has to serve as a resource centre as well.

In India and other development countries of the world a greater emphasis is laid on the library method of teaching. The School Library Staff support the use of books and other information services which range from the fictional to documentary, from print to electronic within the four walls of the library as well as outside. This is all done to encourage the young minds of pupil to unfold their self and discover their potential. A lot of assignments are given to the pupil for whom they have to sit and work in the library itself. This method of teaching makes them skillful and discriminating users of library resources and services.

Although the school library has been recognized as an essential component of a good school, yet many schools of India lack library facilities. From the prevailing picture of school situation in India, it can be seen that much remains to be done in providing schools with well-organized libraries, particularly so in far flung rural areas. Currently, the situation is such that a few books locked in a classroom are given the status of a library. Millions of school children, other than those studying in public schools, are being deprived of the full complement of library resources and services, which they need and are entitled to. Even in schools where library facilities exist, the picture is not very bright. The condition of these libraries is below the standard when compared with the foreign counterparts.

In the education of young child, the printed and other audio-visual resources are essential and needed in abundance. These resources are the basic

tools, which are required for the effective teaching and learning. Educational planners and administrators have rightly stressed the point of view of quality education. It is through the library that the material needed by teachers and students can be supplied efficiently and economically and its adequacy and quality assured. Merely stocking the reading material in schools is not enough. Care must be taken to get these materials properly organized and make the same easily students and teachers. All schools, irrespective of the number of accessible to students registered, should be provided with a library organized on modern lines and supervised by a qualified trained librarian. The provision of adequate supporting staff is very much essential in achieving excellence in library and information services.

The provision of School Library service must be open to the whole school community regardless of gender, race and economic and social status, religious faith, nationality, language, and physical disabilities. The School Librarians should see to it that specific services and materials are provided to those who are for some reason unable to use mainstream library services.

All schools have a Library period in the Time Table for all classes. Students go to the Library during this period to get the books issued or returned. The time available with the Librarian for each group is so little that he hardly gets any time to do anything else other than normal 'issue and return' of books. The school authorities will do well to relieve the Librarian from any formal teaching work and encourage him to take extra interest in promoting library use for the larger good of students. The Principal of the school should ensure regular and timely release of funds for the purchase of reading material. Necessary tools required to technically processing the reading material such as latest edition of classification scheme, cataloguing code, and list of subject headings should be made available. Full cooperation needs to be extended to the Librarian in the timely dissemination of information.

1.12. School Library Project in India – Back Ground

School Libraries are at the heart of any education system. There is no doubt that school libraries can play a pivotal role in nurturing knowledge and improving the quality of education. Several education committees and commissions were set up in the past, but unfortunately school libraries were not given due importance. There are states in which school libraries simply do not exist. This has somehow impeded the process making education available to all. The goal of UEE (Universal Elementary Education) should be achieved, which is a constitutional obligation.

The massive governmental structure and educational programs can achieve this goal if school libraries are given due importance. The dream of universal quality education can only be realized through creating enough reading opportunities in appropriate environments for the children. According to the National Curriculum Framework of the National Council of Educational Research and Training, India, "The School Library should be conceptualized as an intellectual space where teachers, children and members of the community can expect to find the means to deepen their knowledge and imagination".

The ability to read with comprehension and insight is indeed central to all education. Even though a considerable amount of research has been done on different aspects of reading, it is not really understood what kind of processes ensures the emergence of a critical reader in a child and however, reasonably be sure of one thing that greater the degree of exposure to comprehensible, interesting and challenging and reading material, the greater is the likelihood of children becoming critical readers. Making reading material available to the children is main objective of any school library. The impoverish libraries cannot cater the societal educational need. Live, vibrant and growing libraries full of rich resources for readers are needed. Given the higher expectations, school library development and improvement has to be addressed on a priority basis.

With the advent of ICT (Information and Communication Technology), can be expected new ways of realizing this vision. The role of the school library has not changed from mere information transfer to content generation. Libraries of today are vibrant media centers, in fact, academic hubs in which knowledge is synthesized, processed and finally disseminated. The changing needs of children including CWSN (Children with Special Needs) and the teaching community in the information communication era have increased in multiplicity. The fast, precise and accurate dissemination of information using ICT cannot only increase the accessibility but also address the need of CWSN.

The networking of school libraries, public libraries, community libraries and people involved in setting up of children libraries will trigger library movement in India. This project aims to realize this vision and fill the gaps so that the goal of universal quality education is achieved.

1.13. Objectives of School Library Project in India

- Understanding the process of reading, in all its aspects
- Relating children's reading to library resources
- Examining the status of school libraries in India and the outside world
- Drawing lessons from the success stories of library movements
- Exploring the role of school library in reinforcing inclusive education

1.14. Major Activities

- Organizing an International Conference
- Central Resource Group Formation
- Website Designing and Maintenance
- Networking with individuals and organization who are working for the development and improvement of school libraries
- Children's Library Framework (CLF) development
- Capacity Building program (Orientation Workshop) based on CLF.

1.15. Developing a School Library in India

In India, Developing a School Library needs proper planning. It has basically three components namely, Library Infrastructure, Library Resources and Library Services. Library is considered as growing organism in the terms of Library and Information Science. So, while planning a library its futuristic growth should be kept in mind. It should be centrally located which makes its accessibility easy. School Library should be well ventilated and airy. There should be ample natural light available for the benefit of readers. The electric wiring and fitting should be proper in order to avoid short circuiting. Library should have reading space with child centered sitting arrangements. The furniture should not have sharp edges which may cause physical harm to the children. The stacks height should be such that books are at the reach of children. There is need to explore changes in the outlook of children catalogue. It should be colorful, attractive and different from catalogue of adult libraries. The typical catalogue has title, author, book number, class number etc. But, children catalogue needs to be pictorial and briefly annotated. The library should be designed in such a way that it caters to the need of CWSN. There should be ample space between stacks for the movement of wheel chair. Library entry should also be facilitated with ramp facility. The reference section and display should be located near main entry of library. Libraries should have space for holding seminars, making presentations and screening. Now libraries are designed in such a way that it is adjacent to computer lab. Libraries are also equipped with computer terminals and internet broadband facilities.

Library resources can be categorized into three categories. They are

- General
- Subject Books
- Miscellaneous Resources

General will have resources like, encyclopedia, dictionaries, thesaurus, biographies, almanac, bibliographies, travelogue, diaries, letters, etc., subject books can be arranged on the basis of universe of knowledge classification. Miscellaneous resources can be classified in other category. Novels, non-book materials, multimedia aids can fall in this category.

A library should have the following activities and services:

- Acquisition of Books
- Book Binding Services
- Classification and Cataloguing
- Issue and Return
- Reference Services
- Advisory Services and Inter Library Loan Services
- Weeding out of non-readable books

1.16. Statement of the Problem

A School Library can give a good education to the students. So, Every School must have a good Library. If there is no library in a school, there would be many problems in Educational development. However, Information cannot be given promptly and accurately to the school students and teachers, reading habit cannot be created, deep knowledge cannot be acquired, self-discovery cannot be attained and Intellectual curiosity cannot be developed. Without school library, there will be no possibility to develop in pupils in the ability to learn from books without teacher, there will not be any possibility to create a lifelong liking and longing for new knowledge, to help an individual to realize the full potentialities of the personality. Hence, The School Education Commission in India recommends that each and every school must possess a

very good library. So, the library facilities at school are essential. Thus, this research has been designed as a case study to analyze the current status of High school libraries and higher secondary school libraries with special reference to Karur District, Tamilnadu, India. This study narrates the importance of the School Library.

1.17. Objectives of the Study

The main objective of the study is to investigate about the current status of High School and Higher Secondary School Libraries in Karur District. The objectives are:

1. To find out the Physical Infrastructure facilities of High School Libraries and Higher Secondary School Libraries in Karur District.
2. To evaluate School Library collections in High school and Higher Secondary School Libraries in Karur District.
3. To find out the Library services which are offered by High School Libraries and Higher Secondary School Libraries in Karur District.
4. To analyze the Annual budget of High School Libraries and Higher Secondary School Libraries in Karur District.
5. To find out the Library resources which are allowed to borrow (Lending) from High School Libraries and Higher secondary School Libraries in Karur District.
6. To find out what type of Information Technology Infrastructure facility is available in High School and Higher Secondary School Libraries in Karur District.
7. To find out the current status of staffing in High School Libraries and Higher Secondary School Libraries in Karur District.

1.18. Hypotheses

1. There is a significant association between type of schools and high school and higher secondary school libraries

2. There is a significant difference between high school and higher secondary schools and the number of racks available in library

3. There is a significant difference between school level and number of books available in library

4. There is no significant association between high school and higher secondary school libraries and lending service

5. There is a significant association between school level and computers available in library

6. There is a significant association between high school and higher secondary school libraries and educational qualification of the librarians

7. There is no significant difference between high school and higher secondary school libraries and the annual budget for books

1.19. Sample

The present Study has been conducted in Karur District, Tamilnadu, India. The researcher has selected Karur District High School Libraries and Higher Secondary School Libraries as the Sample Libraries for the Study. Totally, One Hundred and forty three School Libraries have been selected as the sample for the study.

Table 1.1

Status of High School and Higher Secondary School Libraries in Karur District

School Level	Total Schools		Sample		Respondents	
	count	%	count	%	count	%
High Schools	89	52.05	89	52.05	73	42.69
Higher Secondary Schools	82	47.95	82	47.95	70	40.93
Total	171	100	171	100	143	83.62

1.20. Limitations

- The Study is limited only to High School Libraries and Higher Secondary School Libraries.
- The Study covers School Libraries from Karur District, Situated in Tamilnadu, India.
- The study is conducted with reference to 143 schools.

- The study covers Matriculation schools, CBSE schools and State board schools.

- The study covers Government Schools, Private Schools, Aided Schools, Municipality Schools and ADW Schools.

1.21. Organization of Chapters

The Present study is divided into six chapters. They are.

- Chapter 1 - The First chapter deals with Introduction and contains History of School Libraries, Purpose of School Libraries, Role of School Libraries, School Libraries in India, Standards for School Libraries, Objectives of School Library, School Library as Learning resource centre, School Library Project in India – Back Ground, Developing a school library in India, Statement of the problem, Objectives of the study, Hypotheses, Sample and Limitations.

- Chapter 2 - The Second Chapter deals with Review of Related Literature.

- Chapter 3 - The Third Chapter deals with Methodology and contains Summary of Questionnaire and Chapter Scheme.

- Chapter 4 – The Fourth Chapter elucidates about High School and Higher Secondary School Libraries of Karur District (Area Profile).

- Chapter 5 - The Fifth Chapter deals with data analysis and interpretation of the collected data.

- Chapter 6 - Findings, Suggestions and Conclusion are given in the sixth Chapter. The thesis ends with an Appendix which contains list of schools, References and a questionnaire.

2. REVIEW OF LITERATURE

Literature review is most important to identify the problem of the study, which can be solved by collection of data. It discloses appropriate theoretical structure of the study that helps to understand easily. The collection of literature, related to the research, is an important phenomenon. The review of related literature will always be helpful to find out the real progress of research in a particular area of study. The understanding of any subject depends on a good knowledge of related literature. A good knowledge of literature helps not only to identify the scope of the subject but also facilitates to design the study in an enhanced manner. Hence a review of the available studies in the field or related field of School Libraries, are provided in the present study.

2.1. SCHOOL LIBRARY

2.1.1. School Library and School Librarian (Brown, 2000)

In this dissertation, importance is placed on definitions for the term 'school library' or 'school librarian'. The term 'school library' is sometimes used for alternative establishments which do not fulfill certain criteria. Similarly, the term 'school librarian' is sometimes used for volunteers or unqualified clerical staff that once again do not fulfill the definition of a school librarian, as used in this dissertation. Although Clyde (2001) is quoted above as saying that 'the school library is a widely occurring institution which most people readily identify and understand', this may not necessarily be the case. Many different kinds of (primary) 'school libraries' which were established in an attempt to foster the academic achievement of pupils, have been described during informal interviews and school visits. The creation of a 'school library' was often left to the autonomy of teachers and school leaders who set up facilities which they describe as 'school

libraries'. These are often collections of books within the school; sometimes a box of books in a classroom, in other instances a cupboard or bookcase located elsewhere in the school. Children are encouraged to read the books in the box or cupboard and to change the books regularly. According to Brown (2000), 'a small collection of books in a classroom is not a library and a hard working teacher who is allowed a few hours per week for 'library periods' is not a librarian. The existence of such collections of books, wrongly called libraries, often precludes the setting up of real libraries. Though notable exceptions exist; many schools have only small collections of books which cannot be considered libraries'.

During visits to many different schools throughout Europe, it became apparent that these collections vary considerably. They may consist of old, dirty, dusty out-of date books or textbooks which have been circulated throughout the school for many years. In other schools, new books are purchased from time to time and added to the library. Collections of books which are specifically used for school projects are sometimes referred to as a 'documentation centre'. The staffing for these 'school libraries' varies greatly. The skills of a trained school librarian are seldom used. Sometimes volunteers come to the school once or twice a week to help children change their books, while in other schools, the administration is carried out by older pupils. A teacher is usually responsible for this 'school library', which more often than not has a very limited budget.

These school libraries may receive assistance from the local School Library Service (SLS) which is run by the local public, provincial or state library, and which provides books to the school in the form of collections which are changed from time to time. The school often pays a fee for this service. The School Library Service also coordinates visits of school pupils to the public library, perhaps once or twice a year. During these visits, pupils often receive simple instructions in the

use of the library and are encouraged to visit the public library (with their parents) on a regular basis. In some places in the Netherlands and also in other countries in Europe, the School Library Service has been forced to close (due to lack of funding or other governmental or managerial decisions).

The 'school libraries' mentioned above do have some influence on academic achievement, since they give children access to books and reading materials which they otherwise may not have. This is especially the case in low income communities. UNESCO describes the fact that children are encouraged to read on a regular basis (traditional literacy skills) as one of the indicators for an increase in academic achievement, however, for some children, the kind of 'school library' which has been described above may have a negative effect. Pupils who are encouraged to read books which may not be at their own reading level or may be of no interest to them feel forced to make use of the 'school library'; this can have a negative effect on their lifelong enjoyment of reading. Data obtained during this research provides evidence that some school leaders are no longer up to date in their conception of the value and role of a school library and its function within the school. These problems are particularly evident in countries which do not have a strong school library tradition. The 'school library' is left to the principal's own definition and interpretation. They are sometimes unaware of the benefits which the trained school librarian can bring to the educational quality within the school. Some think that school libraries are no longer necessary – after all, 'pupils can find all the books and information which they need on the Internet'. In some schools, the trained school librarian has been replaced by a library clerk who scans the books. The school library is now 'run' by a computer. There is mounting international evidence that these decisions lack educational vision.

2.1.2. The Impact of School Library Programs (Lance, K, 2000)

This study followed a realization by Pennsylvania Department of Education's Office of Commonwealth Libraries that the impact of a school library needed to be demonstrated to school decision makers. The study replicated the first Colorado study (Lance, 2000). The study sought to confirm the findings of the Colorado study and to consider the impact of: specific activities of certified school librarians; the principal and teacher support for library programs; and information technology, in particular licensed databases and the Internet. The study relates the findings to the American Association of School Librarians' 2000 standards, "Information Power: Building Partnerships for Learning". The findings indicate that Pennsylvania System of School Assessment (PSSA) reading scores increase with higher levels of staffing, information technology and the integration of information literacy into the curriculum. It was also found that as these factors rise, so does the involvement of the librarian in teaching students and teachers how to find and assess information. The relationship between staffing and test scores is not explained away by other school or community conditions. One of the major findings of this study is the importance of an integrated approach to information literacy teaching and must be part of the school's approach to both standards and curriculum. The indirect effects were found to be that higher levels of school library staffing, particularly certified staff, predict higher expenditures, more varied collections, increased access to information technology and more integrated approaches to information literacy, standards and curriculum. It is not clear from the methodology how the participating schools were selected and this has a bearing on the data analysis. If the majority of participating schools were already aware of the need for quality library provision, they are likely to be providing quality in other areas of the school. The study was funded by Library Services and Technology Act (LSTA) grant.

2.1.3. A Millennium Study of School Library Economics (Libecon, 2000)

In 2000, LibEcon published a Millennium Study of Library Economics in India. Chapter 8 of this particular study was concerned with school libraries. 31 countries from Asia and Europe took part. Once again, no definition was provided for a school library. This means that, in some cases, information was provided about the school libraries. The LibEcon study is an important study for this present research, since it confirms the difficulties in obtaining reliable international data about school libraries. Most surprisingly, a careful review of the actual statistics from this study shows that the researchers actually projected or estimated figures on school libraries in some countries, providing figures for countries which have no school library tradition. In many cases, countries which did not return information about school libraries to the LibEcon survey also failed to return information to the ENSIL surveys. This helps to confirm that at least some of these countries have no school library tradition.

2.1.4. School Children's Interaction with Library Media (Moore, M, 2000)

Three factors are identified as being of central concern in developing information literacy: the nature of information literacy itself; teachers' understanding of that concept; and the conceptions of inexperienced information users. Full details of the study are not available in this article, but it is indicated that it consisted of a survey of teaching staff in four elementary schools which investigated their interpretation of information skills, resource based learning, and the role of the library in teaching and learning. None of the schools had full time staff in their libraries. A selection of the staff surveyed also attended workshops on teaching information problem solving to children between 7 and 11. Hence, Two weeks after these workshops, children were observed as they engaged in information handling tasks. Observational data was discussed with the participating 59 teachers. Some key points include the majority of the respondents

agreed that information skills were essential to lifelong independent learning, although definitions of the skills varied (it was therefore concluded that in some schools teaching of library skills might be seen as sufficient for promoting information literacy); only 57% of teachers always had clear objectives or outcome measures for resource based learning and while nearly all teachers expected children to use the library for learning, only one school indicated the view that the absence of a library would have an equal impact on teaching and learning. A number of anecdotal events are described that provide an illuminating insight into the reality of the exploitation of information skills in the schools.

2.1.5. The contribution of School Libraries to teaching and learning (Streatfield, J, 2000)

The aims of this project include: to identify the main elements of the school library contribution to the learning and development of pupils and staff; to investigate different models of school library or other forms of resource provision, in order to determine which combinations of resources, staffing and activities are effective in supporting learning; to prepare performance indicators as a help in assessing the effectiveness of school libraries and suggest strategies for adapting the performance indicators to meet the requirements of the particular schools and LEAs; to identify and describe examples of good practice; and to make suggestions to support the improvement and future development of school libraries. Multi-site case studies (3 primary schools and 3 secondary schools) and workshops for invited experienced library practitioners were used to gather data. Case studies combined interviews with staff and pupils, library and classroom observation, and analysis of school development plans and other relevant documentation.

Hence, Participants of the first workshop were invited to share ideas of what makes an effective school library and how effectiveness can be assessed. Participants of the later workshops provided feedback on findings to date and

explored ideas about developing performance indicators. It was found that the single most important factor leading to effective use of libraries was a positive attitude by teachers. It is also suggested the library managers also have an important role in encouraging a positive attitude in teachers, however, the importance of support from senior managers of the school (e.g. time and financial resources). Teachers, and many students, indicated that they felt that the library did make a significant difference to teaching and learning, although models of service provision varied widely, particularly at secondary level, and teachers' perceptions of how they could support their teaching varied correspondingly. A series of recommendations are drawn from the project for school managers, school library managers, and school library services and staff members.

2.1.6. Insight into the current state of the School Library Services (Streatfield, J, 2000)

This article provides an insight into the current state of the School Library Services and the challenges that they face. The aim of the project on which it reports was to assess the key factors behind the survival and growth of School Library Services (SLS) provision at a time of uncertainty due to the impact of the government 'Fair Funding' legislation. The project was conducted in three main phases: case studies of 15 SLSs; a questionnaire studies across all public library authorities in England and Wales; a preliminary review of the issues through an invitation seminar. Findings were summarized as follows: there were 23 authorities where there was no SLS; most services were not in a position to offer evidence of the effectiveness of their provision in terms of government or schools agenda (e.g. school improvement, enhancement of student learning, social inclusion, contribution to economic regeneration, improved access to electronic information) though it is suggested that work carried out to develop impact and achievement indicators could provide a solution in this area; overall, SLSs were resilient to local government cuts, although some SLSs seemed to show little

awareness of the potential changes which would follow Fair Funding legislation. Finally, it was concluded that future success is likely to depend on active promotion and marketing and willingness to meet changing demands.

2.1.7. The great Libraries of the Ancient World (Casson, 2001)

Casson (2001) described the great libraries of the ancient world, providing information about the content of the library collections and how these collections were acquired. He also asks and answers interesting questions, such as: What was the historical connection between the rise in education and literacy and the growth of libraries? And concludes that libraries have historically had a positive effect on the quality of education and on literacy. Later this thesis will provide evidence that regardless of many changes which have taken place; these conclusions are still relevant to library work today.

2.1.8. History of School Librarianship (Clyde, 2001)

In 2001, Clyde published a comprehensive history of school librarianship in the United Kingdom, the United States of America and Australia, from the 8th to the 20th century. It is crucial to this present study because it provides important definitions that make comparisons possible at three different levels: European level, Dutch national level and local level. Clyde stated that 'While the school library is a widely occurring institution which most people readily identify and understand, its history tends to be treated in the literature as a subsidiary part of the history of the public or children's library, or as minor aspect of educational history.' This thesis questions whether or not the school library is, in actual fact, readily identified and understood by participants in the educational process and in the library process. Do they all have a similar vision of what a school library actually is? According to Clyde, during the twentieth century school libraries, like

education itself, were increasingly the subject of government and professional inquiry and of legislative action; goals for the development of school libraries were defined (in some countries).

The first School of Librarianship was established, the amount of available professional literature increased and the problems of school library organization and management were investigated more critically. Clyde discussed the development of schools of librarianship in Great Britain, in the period to 1945, as follows: 'One area in which a new need was identified was trained manpower in the school library. ... However, there was a great deal of ambivalence on this in the standards themselves. Even today there is still considerable disagreement about what education and training is seen as desirable for such people (school librarians or teacher librarians), and considerable variation in the educational backgrounds of people employed in such positions. ...Three types of school librarians emerged in the United States and in Great Britain, all three gaining some degree of acceptance:

1. The teacher librarian who had undertaken a full course in teacher training plus a full professional course in librarianship or school librarianship;

2. The librarian who brought professional library qualifications to the work of the school library;

3. The teacher in charge of the library, part or full-time, often with a considerable teaching load, and usually with only a short course completed (anything from a week to a semester) in school library organization. Many people in charge of school libraries throughout the twentieth century had no library qualifications at all'.

Information which could be located about the present day training of school librarians, per country, is contained in each individual country. According to Clyde (2001), 'In Great Britain and the United States, in the twentieth century, library services to schools were provided by Public Libraries. These services varied from the mere provision of juvenile collections, to the encouragement of library visits by classes from local schools, and usually some library instruction to those classes, the provision of special collections for teachers, the provision of a reference and loan collection within the school itself for the use of pupils and teachers'. School libraries in primary schools were developed for a variety of reasons, including the provision of recreational materials, the encouragement of reading to develop 'the reading habit' in children, and the provision of reference books and curriculum-related materials'. She also stated that 'It is possible that little attention has been paid to the school library in historical studies because it has traditionally been seen as playing a dependent role in both education and librarianship. Its budget, for instance, usually forms only a small part of that of the school or of the public library authority, and its staff, when provided at all, has generally been less well qualified than either the school teaching staff or the public library staff, until well into the 20th century.' From a European perspective, Clyde's historical study provides background information about school libraries in the United Kingdom only. It has been difficult to locate historical information about school libraries in other parts of Europe, especially in those countries where English is not the national or official language. Historical background information about school libraries in the 61 countries in this study was actually located.

2.1.9. Managing Change for School Library Services (Heeks, WA, 2001)

This project studied the structures, policies, service range and level, and relationships between School Library Services (SLS) and their funding departments and with public library services to children. Three core questions were used to guide the project: What is the current state of SLS? How is the

Education Reform Act (ERA) affecting them? And why are specific choices being made from the options available to SLS? Methods used to gather data included a questionnaire survey sent out to all SLSs in England and Wales and a selection of SLSs in Northern Ireland and Scotland; analysis of statistical data from the Library and Information Statistical Unit (LISU); case studies of seven specially selected authorities; liaison with seven link library services; studies of the school's library services of the Southern Education and Library Board, Northern Ireland and the Lanark Division of Strathclyde Region, Scotland; and seminars and consultation with SLSs practitioners. While project revealed much activity and positive feedback regarding the current state of SLSs, a number of areas of concern were highlighted: structures, there was an element of concern about the intervention of the library sector into the running of services within the education sector; policies a minority of SLS were operating within a policy framework and policies that did exist were rarely integrated with education policy; and service range and level although there was much activity reported, the outcome of that activity was rarely investigated. With regard to the impact of the ERA on SLSs, it was found that restructuring had brought forward new alignments and that the most positive relations were noted in those SLSs based in education departments. The rise in managerial roles is noted and the impact of differences of funding is discussed. It is shown that, in agreement with one of the hypotheses developed in the course of the research, the ERA was not having a uniform effect on SLSs but was being mediated by local cultures. It was observed that there were few options available to individual SLSs, but those that were available included: selecting service range (heads of SLSs tended to make changed to reflect school priorities); opting from centralized or decentralized budgets; the design and costing of services in this area "choice seemed governed by caution and considerations of sale ability". New perceptions and measures of SLS effectiveness are also discussed and it is interesting to find that very few SLS had produced measures for judging their effectiveness even though a number had developed measures for judging school library effectiveness.

2.1.10. School Library Services: from Survival to growth (Markless, S, 2001)

A project conducted for the Library and Information Commission which aimed, primarily to assess the key factors leading to the recent survival and growth of Services, especially fully delegated ones and the extent to which these and other factors are likely to apply in the future. Data was gathered through case study visits to 15 Schools, three management reviews by project team members, and a questionnaire survey across England and Wales. Additionally, the project team hosted an invitation seminar to review emerging findings, and disseminated the results through a range of methods. Sections of particular interest in the light of this literature review include, staffing and staff development provision of services (including targeting of services by sector) discussion of the placing of the SLS, education versus the library sector and discussion of key skills required by SLS staff, including knowledge of government educational policy and the curriculum. There is also a useful section on assessing impact which shows that while SLS generally measured effectiveness, they often concentrated on service performance rather than impact. Ways in which this situation could be improved upon are discussed.

2.1.11. School Libraries: Standards, Resources, Services (Mcnew, JS, 2001)

Article discussing Texas School Libraries: standards, resources, services, and students' performance research report covered in more detail (Smith, Ester, 2001). This is a useful summary of the report. Objectives of the research are to examine school library resources, services, and use on the basis of the School Library Programs: Standards and Guidelines for Texas and determine the need for updating these standards and guidelines so that they better serve communities across the state. Determine the impact of school libraries on student performance as measured by the percent of students who met minimum expectations on the reading portion of the statewide standardized test, the Texas Assessment of Academic Skills (TAAS). Highlight library practices in the best performing schools.

2.1.12. Standards and Guidelines for High School Libraries (Pojman, N, 2002)

Summarizes statistical data, largely concerning collection development and the need for certified staff, from Information Power, Standards for Missouri School Library Media Centers, Library Media Center Standards (Texas Catholic Conference), School Library Programs: Standards and Guidelines for Texas, Archdiocese of Mobile Library Media Center Handbook, Policies, Principles and Standards for High Schools (Southern Association of Colleges and Schools) out of the 5 sets of standards summarized, 3 indicates that each school library should have a certified member of staff (the others make no mention of staffing, concentrating on book: pupil ratios).

2.1.13. The Importance of a School Library (Lamarca, S, 2003)

During research carried out by Todd, Kulthau and Olema (2004), children clearly stated that they value the nurturing, help and individual attention that they receive in the school library. During a presentation of their research, Todd described how children who were interviewed had talked about 'that nice lady in the school library who helps me with my homework'. Lamarca (2003) also describes an attractive friendly environment, where children are helped and supervised by the library staff. Taylor (2003) refers to the tending instinct and the importance of the nurturing which pupils receive in the school library. During the European part of this research it became apparent that each individual country which was studied has its own separate social and cultural context, as confirmed by Arnove and Torres (2003). This was explained further in the European section of this study and in the individual country reports.

2.1.14. School Libraries on a worldwide basis (Singh, D, 2003)

During the review of the literature, three other international surveys of libraries (which included school libraries) were located. In 2003, Singh published his doctoral dissertation entitled An International comparative study of school

libraries (Singh, 2003). This study, which compared school libraries on a world-wide basis, covered both primary and secondary schools. Twenty three European countries took part in this investigation. Singh approached Missions to the United Nations and asked them to appoint an expert to complete the survey for each country. It was not specified whether this chosen expert was part of work in the library process or the educational process. Hence, this survey contains information about the kind of school libraries. Singh's study took the form of a traditional quantitative library survey. Thus, questions were asked about the number of school libraries in each country, the specific facilities which were available and contents of the library collections. The actual quality of these facilities is unclear. When Singh's study was carried out, it could be said that the true implications of the introduction of ICT into the school and into the school library were not yet evident. Also, the important IFLA/UNESCO documents (IFLA/UNESCO, 1999 and 2002) which give important support to school librarianship throughout the world had not yet been published. However it is possible to compare some of the aspects of Singh's study with this present study.

2.1.15. Educational quality, academic achievement and the impact of the school library and information centre (slic) (Todd, R, 2003c)

Research confirms that academic achievement is increased if a pupil has had access to the school library and information centre (SLIC) and has received interdisciplinary instruction in new learning skills (including information literacy skills) (Todd, 2003a) and (Todd, Kuhlthau and Olema, 2004). Todd (2003b) states that there is irrefutable evidence that school libraries boost student achievement. Also, in three different publications on the subject of learning to learn, Fender (2004), Strichart and Mangrum (2001) and Riedling (2006) all confirm that pupils who have learnt to learn get a better mark for a given task. Riedling specifically mentions an increase in academic achievement thanks to the learning skills which are taught in the school library and information centre. The Research Foundation

Paper School Libraries Work supplies information about research which supports the following statements: with regard to academic achievement:

> ‘School library media centers can contribute to improved student achievement by providing instructional materials aligned to the curriculum, by collaborating with teachers, administrators and parents; and by extending their hours of operation beyond the school day’. ‘As mounting evidence affirms, school libraries staffed by qualified school library media specialists make a measurable difference on student achievement’.

School library programs influence learning outcomes and student achievement when: Library media specialists work with classroom teachers to teach and integrate literature and information skills into the curriculum.

> ‘Library media specialist’s partners with classroom teachers on projects that help students use a variety of resources, conduct research and present their findings’. Library media specialists are supported fiscally and programmatically by the educational community to achieve the mission of the school. Last but not least: ‘Credentialed school library media professionals promote, inspire and guide students towards a love of reading, a quest for knowledge, and a thirst for lifelong learning’.

Loertscher and Todd (2003) explain how data has been collected in the USA to support the statement that school libraries have a definite impact on academic achievement. Evidence was collected at the learner level, the teaching unit level and the organizational level in two dimensions: direct evidence and indirect evidence. They then describe the aspects of the school library media program which should be measured: collaboration between the school leadership, the teaching staff and the school library and information media centre; reading; information literacy and technology. Loertscher and Todd (2003) have also published a series of core beliefs around which an effective school library program, which in turn boosts academic achievement is based: The first key belief

is that the provision of information and information services makes a difference in the lives of people...

> ‘People are not merely passive recipients of information, empty receptacles into which information can be poured; rather, people engage actively and highly selectively with information that surround them.’

> ‘Conceptualizing information as it is internalized by people, and in terms of the differences of effects that information makes to people puts emphasis on the user of information, and shifts the professional responsibility from a concern about the transmission and transfer of information... to a concern for the way in which information enables people to build new understandings’.

In other words, this quotation talks about the way in which people actually acquire knowledge. The second key belief is that learning, in the complex and diverse information environments which have evolved in the third information age, does not happen by chance.

> ‘The key role of the trained school librarian centers on pedagogical intervention, which directly impacts on and shapes the quality of student learning through their engagement with information. This explicit, systematic and planned pedagogical intervention must be the distinguishing and observable characteristic of the role of the school librarian. This role revolves around working closely with classroom teachers to design authentic learning experiences and assessments that integrate a range of information and communication abilities needed to meet curriculum objectives, and to provide learning opportunities the encourage students to become discriminating users of information and skilled creators of new knowledge’.

Underpinning this approach is the belief that people’s engagement with information is something which cannot be left to chance. Information literacy, as

the centre piece of the instructional role of the teacher-librarian, is about pedagogical intervention. This essential role is clearly expressed in the School Library Manifesto (IFLA/UNESCO, 1999). The third key belief is that pedagogical intervention brings transformation. 'The knowledge, skills, attitudes and values of learners are shaped and grow through their engagement with the school library and its pedagogical intervention'.

Lance and Loertscher (2005) support the research described by Loertscher and Todd (2003) and also provide ideas which can be used by the school librarian to implement a successful school library program. Research carried out in secondary schools in Scotland by Williams and Wavell (2001) between August 1999 and February 2002, confirmed that involved focus groups of teachers and pupils believe that school libraries can contribute to learning: The collective perceptions of the impact of the school library were:

- The acquisition of information and wider general knowledge;
- Skills development in the areas of finding and using information, computer technology skills and reading skills;
- Higher achievement in schoolwork;
- Developing a study and reading habit that encourages independent learning;
- The ability to use these skills confidently and independently and the ability to transfer these skills across the curriculum and beyond school;
- The development of interpersonal and social skills, including working collaboratively.

This study identifies some useful tools which school librarians can use to monitor the impact of the school library and information centre on learning. These include student observation and their activities and learning in the school library; discussion with and questioning of students about their work, during and at the

end of their activities; analysis of submitted work to identify the learning gains; discussions with other members of the teaching staff about work attitudes, and related incidents; and the examination of reader records. School librarians throughout the world are being encouraged by national (national school library associations), European (ENSIL) and international school library groups (IASL and IFLA, School Libraries Section) to collect data and to write research papers which confirm the fact that the school library and information centre and the work done by the qualified school librarian (teacher librarian) play a clear role in the academic achievement of pupils. When reviewing this evidence, it becomes clear that skills learnt in the school library and information centre are very important lifelong learning skills.

Todd, Kuhlthau and Olema (2004) reveal that 99.4% of students in grades 3 to 12 believe that school libraries and their services help them to become better learners. Some 88.5% of the 13,123 Ohio students surveyed say that the school library helps them get better grades on projects and assignments, 74.7 percent say that it helps with homework, and 92.4 % say computers in the media centre help improve their overall academic work. The study which also surveyed 879 faculty members including principals, assistant principals, teachers and media specialists shows that students and educators alike strongly believe that school libraries are key to learning. This study has been replicated in Australia by Hay, (2005 and 2006), with similar results. She emphasizes the importance of the teacher-librarian's instructional intervention (2006):

> Student responses, highlighted appreciation of the assistance provided by the teacher librarian in developing students' search skills, including class-based and individual instruction, as well as the creation of web-based tutorials and guides on selection and use of search engines. Guidance by way of the school library's website was also noted by some students, particularly subject and topic based gateways to pre-selected web resources. Some students also noted the convenience of being able to

access this kind of support while working from home as well as at school. Students also described a range of helps in terms of effective information use. In conclusion, academic research confirms that school libraries enhance academic achievement. Thousands of pupils who were interviewed in different countries have testified to this face.

2.1.16. Curriculum involvement and skills integration in School Library Media Programs (Van Deusen, C, 2003)

An exploratory studies that undertaken in schools in nine Iowa school districts over a six week period. Study was ex post facto - author acknowledges that a weakness of this approach is a lack of control over independent variables, and attempts were made to reduce external factors as possible causes of variance through the selection of participants. Additional variables included the professional background of the media specialists and teacher planning style. Two dependent variables were examined: the curricular involvement of the media specialist (including the variables of gathering materials, designing instructional objectives, collaboration in the design of teaching/learning activities, delivering instruction with teachers, evaluating the unit); and the integration of library skills instruction with classroom teaching/learning activities.

The 71 library media specialists contacted were categorized in one of two groups: fixed scheduling and flexible scheduling. All participants were selected to reflect a "best case scenario", rationale for this being that "If flexible scheduling made no significant difference under good conditions, it was unlikely to make a difference under less desirable conditions." Questionnaires were sent to the library media specialists and fifth-grade teachers and responses were received from 61 schools. It was found that: library media specialists in flexible scheduling settings were more likely to evaluate instructional units; that the combination of flexible scheduling and team planning resulted in more curriculum involvement

from the librarian; no statistically significant relationship was shown between scheduling pattern and information skills integration, and no statistically significant relationship was shown between planning style and information skills integration.

2.1.17. A School Library (Barrett & Douglas, 2004)

Barrett & Douglas (2004) This dissertation studies the school library and the person who works in this place - the school librarian and information specialist. This research required a clear, quality definition and description of the school library in a national and local context. How do people, and specifically educators in the 21st century, define a SLIC? What do they believe that its objectives are? Problems which arose because of unclear definitions are also described although guidelines have been created which describe a national perspective for a 'good' SLIC in a number of countries including the USA (AASL and AECT, 1998), the United Kingdom (Barrett and Douglas, (2004), and Australia (ASLA, 2008, ASLA and ALIS, 2001).

This present study requires a definition which has been created and accepted by the international community. Woolls and Loertscher describe and discuss these problems. During this research, a decision was made to make use of the international guidelines, published jointly by the IFLA (The International Federation of Library Associations and Institutions) and UNESCO (United Nations Educational, Scientific and Cultural Organization). These international guidelines, definitions and/or descriptions are the School Library Manifesto (IFLA/UNESCO 1999) and the School Library Guidelines (IFLA/UNESCO 2002), which have been prepared for school libraries throughout the world. They are applicable to all school libraries, not only to those with good facilities, and are intended as a 'goal' to be reached by school libraries, on an international basis. During the research, these international definitions were used

during the preparation of different questionnaires, in an attempt to measure school library quality.

2.1.18. School Libraries for Learning (Morrison, K, 2004)

A British Library report that examining the contribution that the primary school library can make the curriculum. Research was conducted using both quantitative and qualitative methods: a questionnaire survey distributed to all primary schools in two English Local Education Authorities (LEAs) and case studies in two schools, one from each LEA. The use of resources in classroom and library settings was investigated, and the pedagogical role of classroom teachers with regard to use of library was explored. A way forward is suggested and focuses on the need to forge links between libraries and learning, while taking account of evidence pointing to the fact that not all primary schools have the same opportunities and resources.

2.1.19. Development of School Libraries (Thomas, N, 2004)

Thomas describes the history of school librarianship in North America, and explains the potential of the school library to make contributions to the educational environment within the school. This potential was realized quite early by leaders in education. Thomas describes the development of school libraries in considerable detail, up until the 1990's and also explains how school librarians became part of the teaching staff. According to Thomas, because of budgetary cuts in education during 1970's, school librarians needed to justify their programs. After they had done so, school districts were persuaded to promote them so that they became members of the teaching staff. In general, the overall goal of library instruction in 1970 – 1980 was to make students self-sufficient users of information. According to Thomas, some practitioners and scholars were interested in the concept of information handling and started to look at the

relationship between information and learning. Thomas provides information about the link between the previous use of school libraries (as the place which originally provided supplementary instruction and promoted reading), and the new school library and information centre, which has evolved into a new learning environment within the school, with both traditional and new goals.

2.1.20. School and Public Library Relationships (Fitzgibbons, 2005)

The research on which this article reports is a scholarly review of a range of successful, cooperative relationships between public libraries and school library media centers funded by US Department of Education. The advantages and disadvantages of combined or cooperative school and public library service provision are explored. The article refers only obliquely to potential impact on learning and the primary focus lies with the attitudes of staff and practical issues of implementation and execution. Unique and common goals, and the types and relative merits of cooperative relationships are discussed. Potentially useful research on the subject is highlighted. Suggestions are also made concerning the development of successful partnerships.

2.1.21. School Library Media Centers and Academic achievement (Hall , M, 2005)

This journal article reports on a study which provides evidence of the positive impact of school library media centers (LMCs) on academic achievement in 79 South Texas public schools during the 2001-05 school years. The study replicated Colorado and it was admitted that the sample was not ideal in terms of size or across the school levels (i.e. elementary, middle, high). Schools, rather than students, were used as units of study and service outputs as well as resource inputs were considered. The methodology used ruled out the effects of selected schools and the poverty or education of the community. The findings show a relationship between expenditure and academic achievement and conclude that the size of staff and collection are the best predictors of academic achievement.

The instruction role of the LMS was found to be important in shaping the collection, identifying items and collaborating with teaching staff on their use.

2.1.22. The Learning Space Librarians and Libraries in the High School (Ryan, M, 2005)

Training pack based on a project in which three Chartered Librarians were given two year contracts to work in high schools (they also spent one day a week with the SLS). The pack was designed to show the contribution that a school library can make to the curriculum of a high school. The project examined these three schools and also the role of the SLS as a provider of resources and ideas. The aim of the project was to demonstrate the improved quality of education that can be achieved by the appointment of a Chartered Librarian in a high school; the booklet does not evaluate the project but gives practical hints and examples for practitioners contemplating more extensive use of the high school library. Bibliography included.

2.1.23. Changes in the School Library and Information Centre (SLIC) (Hay, L, 2006)

Since the research at the Kalsbeek College began; a new SLIC has been built. During the creation of the new SLIC, there were successes as well as failures, however it has received recognition throughout Europe for the high quality of the educational vision which was applied and is described in a number of academic papers. Hay (2006) refers to school libraries as learning laboratories. Her studies revealed the following:

> ‘No matter what the information or ICT task, no matter what resources or hardware or software, no matter what services or assistance was provided, a common theme that emerged throughout these student voice responses was that students value highly those forms of school library help that are functional, flexible and responsive.

> The above findings demonstrate an increasing dependence on, and demand for, a school library facility that provides students with access to ‘state of the art’ technologies, resources and services to support their learning. Students value the flexibility of access provided by the school library, as well as the expertise of the teacher librarian as an information and technology specialist who can help meeting their needs. The students in this study identified the school library as a dynamic and unique place, compared to classrooms, PC labs and other specialist rooms within the precinct, because of the availability and flexibility of the resources and services of the school library as a facility, and the individualized and customized attention the teacher librarian and library staff could provide students at the point of need’

Hay recorded that pupils who were interviewed thought that the following description was central to what the school library ought to be: A positive learning environment that supports student learning, where students feel comfortable and can pursue their own information, ICT and recreational interests. The findings from Hay’s study (2006) clearly demonstrate that school libraries can play a critical role in supporting student learning in the third information age. In her study, Hay provides how students define the use of the school library in the third information age. It does not specifically mention new forms of learning which take place in the school library and the important role that the school library staff plays in encouraging pupils in their use of these new forms of learning. During Hay’s study, it is possible that pupils did not specifically mention new forms of learning because they were unaware of their actual participation. It indicates that they mentioned that they were receiving instruction in new skills, which may include new forms of learning and lifelong learning skills.

2.1.24. The relationship of School Library Media Center Collections, Expenditures staffing and Services to Student Academic achievement (Martin, C, 2006)

The purpose of this study was to investigate the relationship of student academic achievement to factors related to the management and operations of school library media centers. The variables of school library media centers investigated were collections, expenditures for those collections, staffing levels, and services provided by the library media staff in selected school library media centers throughout school districts in Georgia. A backward elimination multiple regression analysis indicated a relationship of school library media center staffing to student academic achievement, especially in the area of language arts (reading) at the high school level. School library media center collections, expenditures for those collections, and services were not significantly related to student academic achievement.

2.1.25. School Library Services (Creaser, 2007)

Provides a summary and highlights trends uncovered by the Library and Information Statistics Unit (LISU) surveys of schools library services conducted between 1995 and 2005. Interesting trends noted that in 2000, 13 local authorities more than twice as many as in 1995, no schools had library service arrangements, either on their own or in conjunction with a neighboring authority. Only 83% of LEA pupils are in schools receiving school library services (in London, only 65%); trends in expenditure are downwards in all sectors except the English unitary; "Issues to schools have increased to 2.5 items per pupil served in 1999-2000". Trends in professional staffing are also shown to be downwards.

2.1.26. Guided Inquiry in School Libraries (Kuhlthau, C, 2007)

It has evolved from earlier attempts to teach information literacy skills to teachers and pupils. According to Kuhlthau, Caspari and Maniotes (2007) guided inquiry is carefully planned, closely supervised targeted intervention of an

instructional team of school librarians and teachers, who work together to guide students through curriculum based inquiry units that build deep knowledge and deep understanding of a curriculum topic, and gradually lead towards independent learning. This innovative team approach inspires students to gain deeper understandings and higher order thinking using the rich resources of the school library, the community and the wider world. Guided Inquiry is grounded in a constructivist approach to learning, based on the Information Search Process developed by Kuhlthau (2007) for developing students' competence with learning from a variety of sources while enhancing their understanding of the content areas of the curriculum.

2.1.27. Library Services for children and young people (Library and Information Services Council England, 2007)

A report in 2007 exploring the inter-relationships between libraries within schools, the school's library service, and the service within the public library service which examines the library needs of children/young people, reviews recent research on the subject and assesses impact on services and looks at the effect of external change on the library needs of children/young people. A series of recommendations are offered. While the report looks across the library sectors provided services to children, emphasis lies with the public library sector. A useful summary on the evidence and discussion of the impact of reading on academic achievement is provided, and the role of the library in relation to this is highlighted, In discussing the role of the school library, it is suggested that a key factor in the exploitation of library resources is the recognition that the school library is an integral part of curriculum planning for reading and information handling throughout the whole school. Also includes a couple of good examples of library initiatives for primary school children.

2.1.28. Performance Measurements in School Libraries (Poll, R & Boekhorst, P, 2007)

An IFLA publication: Measuring quality: Performance Measurements in Libraries, 2nd revised edition (Poll and Boekhorst, 2007) does not specifically mention quality standards for school libraries; nevertheless this publication does provide a list of indicators for other kinds of libraries, such as resources, infrastructure, use, efficiency, potentials and development. These indicators have also been applied to school libraries in this present research. School Libraries Work makes the following statement:

> 'School libraries are no longer just for books. Instead, they have become sophisticated 21st century learning environments offering a full range of print and electronic resources that provide equal learning opportunities to all students, regardless of the socioeconomic or education levels of the community, but only when they are staffed by qualified professionals trained to collaborate with teachers and engage students meaningfully with information that matters to them both in the classroom and in the real world'.

This present study will provide evidence which shows that the School Library and the work of the school librarian and information specialist have an essential role within the present day school community. The School Library must not only function effectively as a library - it is a learning environment which is part of two different processes – the educational process and the library (or information services) process. Both processes have some say in how school libraries and information centers should function.

2.1.29. Advisory roles of School Library Services (Tilke, L, 2007)

A review of the literature concerning the roles of UK schools library services (SLSs). The article begins with a discussion of definitions of the SLS, then goes on to investigate structural models existing for the SLS (it is stated that the literature does not identify a role model in terms of the most effective structure for such services, but also that whilst the link with the education service is more logical, the most common pattern by far remains that SLS are managed by the public library service and funded by education, quoting from: Investing in Children. The main body of the piece concerns the identification of the advisory roles of the SLS, i.e. contribution to curriculum development, contribution to developing learning/information skills, support for reading development, provision of training, and the evaluation of school libraries and formulation of guidelines for school libraries.

2.1.30. The Impact of the School Library Resource Center on Learning (Williams, N, 2007)

This research, carried out in secondary schools across Scotland, investigated the impact of a School Library Resource Centre (SLRC) on learning in its broadest sense. A two phase approach was used which consisted of: 1. Focus group discussions with teachers and pupils and interviews with librarians (to identify their perceptions of how the SLRC can contribute to learning); 2. Case study research using a framework developed in the first phase to identify learning experiences that the SLRC impacted upon, investigate indicators to be used as evidence of learning, and examine the process of assessing the impact of the SLRC on learning. Ten schools took part in the first phase and six of those also took part in the second phase. The learning experiences explored were grouped under four broad learning themes (currently used in evaluation guidelines for Scottish schools): Motivation, Progression, Independence and Interaction.

Evidence for each of these areas was found across the case studies and potential indicators for each were developed during the course of the study. A number of useful methods for monitoring impact on learning in the SLRC were identified and a series of factors that were seen to influence effective learning are listed. In conclusion, the report highlights a number of key issues: the need for collaboration in planning and decision making; the need for a greater understanding of information skills and mutual cooperation between librarians and teachers; and the importance of being aware of impact factors beyond the SLRC.

2.1.31. A Historical Perspective of School Libraries (Gates, J, 2008)

Gates (2008) an information search for historical background information about school libraries throughout Europe showed that some current trends and attitudes towards school librarianship in (some countries in) Europe can be related to the historical background. Gates 2008) explains how the school library developed up until 1960 'since a look at its history may shed some light on why it has grown as it has and why its current status is what it is'. He states that 'The purpose of school libraries has always been to support instruction in the school; this ignores the fact that school libraries were often established for other purposes unrelated to school instruction, as, for instance, meeting the recreational reading needs of the children, or the needs of adult members of the community'. Although much has been written about the way in which school libraries came into being, this research summarizes the work of certain well-known school library historians and uses this as the primary background material.

2.1.32. The Role of International Library Organizations in Supporting the Work of School Libraries (IFLA, 2008)

IFLA (The International Federation of Library Associations and Institutions) The IFLA (2008) is the leading International body representing the interests of Library and information associations. It is the global voice of the

Library and information profession. Documents published by the IFLA (in collaboration with UNESCO), including the School Library Manifesto (IFLA/UNESCO, 1999) and the School Library Guidelines (IFLA/UNESCO, 2002) are considered by many school librarians to be the most important (international) documents which are relevant to their work. The School Library Manifesto: the School Library in Teaching and Learning for All defines the mission and goals of the school library or resource centre and the profile of its staff. It emphasizes equal opportunities for all learners. In March 2007, it was available in 35 different languages worldwide (IFLA, 2008); including 23 languages which are spoken in Europe. School Librarians from many different countries throughout the world can read it, become familiar with it, and use its contents to promote their work. According to the Manifesto:

> ‘The school library provides information and ideas that are fundamental to functioning successfully in today's information and knowledge-based society. The school library equips students with life-long learning skills and develops the imagination, enabling them to live as responsible citizens’.

The School Library Guidelines were first published in 2002 to help schools and school librarians to implement the principles expressed in the Manifesto. These guidelines were also produced to inform decision makers at national and local levels around the world, and to give support and guidance to the library community so that they could develop a mission and a policy for the school library. Since their publication in 2002, the School Library Guidelines have been translated into 16 different languages; including 12 languages which are relevant to this study. The IFLA has also published the School Library Advocacy kit (IFLA, 2006), which school librarians and library associations throughout the world can use to raise the profile of school libraries and resource centers in their own schools, their own regions and their own countries.

The IFLA also has a School Library Section, which provides an international forum for exchanging ideas, experiences, research results and advocacy. The Section's goals are as follows: to promote and advocate the role of the school library and resource centre; to delineate the role of the school librarian; to assist school librarians in their professional development, and to promote and disseminate research in the field of school librarianship. In 'Libraries for Lifelong literacy', Ms. Kay Raseroka, IFLA President from August 2003 to July 2005, defines the role and responsibility of libraries: 'to assist all people, and especially children and young people, to develop the range of competencies necessary to engage fully with the Information Society.. The special role of school libraries has been delineated in the IFLA/UNESCO School Library Manifesto: The school library in teaching and learning for all'. (IFLA/UNESCO 1999).' According to Raseroka:

> 'We (IFLA) are committed to realize our common vision of the Information Society for ourselves and for future generations**.** We recognize that young people are the future work force and leading creators and earliest adopters of ICTs. They must therefore be empowered as learners, developers, contributors, entrepreneurs and decision makers. We must focus especially on young people who have not yet been able to benefit fully from the opportunities provided by ICTs.' (IFLA, 2003). Alex Byrne, IFLA President from August 2005 to July 2007 made the following Statement (IFLA, 2005).
>
> **'**IFLA and its members share a common vision of an inclusive Information Society in which everyone can create, access, use and share information and knowledge and which is based on the fundamental right of human beings to both access and express information without restriction. Libraries and information services provide access to information, ideas and works of imagination in any medium and regardless of frontiers, Libraries and especially national, public, school and university libraries – express the

> aspirations of civil society, reflecting and responding to the interests and hopes of their communities. International understanding and dialogue is supported through access to information and knowledge from other nations and cultures. IFLA and its members are committed to address the digital divide and the information inequality that results from it.'

IASL (The International Association of School Librarianship)

Since its inauguration in Jamaica in 1971, and its first conference in London in 1972, the IASL has held annual conferences in various parts of the world, allowing school librarians to meet and discuss many different aspects of school librarianship. The IASL also has a very useful list which allows school librarians from all over the world to communicate with each other (usually in English). The IASL Advocacy information (IASL, 2009) provides resources for school library advocacy, including access to documents which confirm that school libraries make a difference to student achievement and that school libraries have a positive impact on students and on learning (IASL, 2009).

AASL (American Association of School Librarians)

AASL is based in the USA; its website contains a wealth of information in the English language, which is used by school librarians throughout the world (AASL, 2010). Among other things, this site contains excerpts from Information Power: Building Partnerships for learning which are concerned with the roles and responsibilities of the School Library Media Specialist and the teaching of information literacy skills. This site also contains the Standards for the 21st-century learner (AASL, 2007), a very important document which supports and also clearly outlines the new work and endeavors of the school librarian and information specialist in the 21st-century.

2.1.33. Taxonomy of the School Library Media Program (Loertscher, D, 2008)

Primarily intended as a guide for librarians, this book explores the role of the School Library Media Center, provides methods for pursuing that role, and offers suggestions concerning evaluation (both library media specialist evaluation and program evaluation). Discussion and guidelines are supported by reference to research and examples of existing evaluation instruments are included in the appendix. A useful bibliography is also supplied. Chapters are included on the role of the Library Media Specialist, teacher, student and school administrator; resource-based teaching; library services; the 'warehouse' (the daily operations/collection development concerns of the school library); library programs including library skills, research skills, information skills, technology skills, reading motivation etc.; and program evaluation.

2.1.34. Reading in School Libraries (Novljan, G, 2008)

Discussion of the Slovenian experience of the international IEA study (Elley, 1998) concluded that the librarian is significant in the successful functioning of an extensive library collection. Teachers, however, showed no preference for a qualified or unqualified librarian when requiring assistance.

2.1.35. Massachusetts School Library Media Survey (Baughman, J, 2009)

The document reviewed is a preliminary edition of a paper presented at a symposium at Simmons College, Boston and is widely cited. It reports on a study (the Simmons Survey) conducted in pre-secondary and secondary schools in the USA which suggests a link between school libraries and academic achievement. One thousand eight hundred and eighteen questionnaires were mailed to schools across Massachusetts and 519 were returned (289 elementary, 122 middle/junior

and 108 high school). Survey data was then related to the MCAS (Massachusetts Comprehensive Assessment System) test scores. At each grade level, schools with library programs, with a higher book count, with increased usage, and with more open hours were found to have higher MCAS scores. At the elementary and middle/junior, high school levels, the average MCAS scores are higher in schools where there is a library instruction program, where there is a larger expenditure per pupil for school library materials, where there is a full time school librarian and non-professional help. The study indicates a need for automation in secondary schools and for professionally managed libraries with non-professional help, extended hours, frequent visits and that the achievement is related to expenditure on the collection.

2.1.36. The School Library Collection: an essential building block to teaching (Hopkins, K, 2009)

This article is clearly based on research, referring to survey responses and case study findings. The article sets out to address a number of questions: In what areas did collections improve during the Library Power grant years? What factors contributed to collection development improvements? How did the collection form the basis for collaborations between the librarian and teachers? What were the contributions of the collection to teaching and learning? Collections across subject areas were found to improve in terms of correctness and quantity, and in those schools that had been in the Library Power program the longest, the collections are rated systematically higher. Top rated Collections were associated with reading improvement/motivation, biography, reference and science and technology. The author emphasizes the importance of teacher involvement in the collection development process and states that through the Library Power initiative, teachers became more involved in collection development and used the library more in instruction. The article concludes with the observation focused collaboratively developed library collection was an essential building block in the library program's contributions, through the librarian, to teaching and learning.

2.1.37. The Impact of the Library Power Program on the School (Oberg, M, 2009)

This journal reports on a case study of Lakeside High School, Chattanooga, Tennessee, which focuses on the impact of the Library Power Program on the school. Primarily a description of how the program was successfully implemented evidence of success and the reasons behind it are also discussed. Impact on academic achievement is illustrated through improvements in TCAP results (Tennessee Comprehensive Assessment Program). Through comparison of library use statistics with TCAP results for each classroom, the librarian was able to illustrate that reading and reference scores improved as library use increased. It is also noted that there was evidence of changes in teachers' practice and belief. While it is acknowledged that other factors (e.g. leadership roles of principal, librarian, teachers; reform efforts already in place; the school's culture and the coherence of Library Power with other reform initiatives) have a key role in school achievement, it is also emphasized that without the benefits brought by Library Power, these key factors would have had less of an impact.

2.1.38. The development of School Libraries in India (Ray, D, 2009)

Ray and Singh provide historical background information about the development of school libraries in India and in other parts of the world. The volume edited by Howard, it provides a very clear description of the history of school librarianship and the education of school librarians in India from 1900. She describes the history of school library media state certification and also describes the impact of new technology on the school library media centre. In the last chapter, she discusses the international challenges for the school library and the global goals which should be considered. These challenges are partially made by the introduction of ICT within the schools.

2.1.39. School Library Resources and Services (Smith, R, 2011)

This study which was conducted in Texas with funding from Texas State Library and Archives Commission investigated the Texas school library standards and had three objectives:

- To examine school library resources, services and use on the basis of the School Library Programs: Standards and Guidelines for Texas and determine the need for updating these standards and guidelines so that they better serve communities across the State.
- To determine the impact that school libraries have on student performance as measured by the percent of students who met minimum expectations on the reading portion of the state wide standardized test, the Texas Assessment of Academic Skills (TAAS)
- To highlight library practices in the best performing schools. Data were collected from a random sample of 600 Texas school libraries and a variety of other state statistical databases and the study employed more than 200 school, library and community variables in examining the relationship between libraries and TAAS performance. The findings demonstrated higher TAAS performance at all educational levels in schools with librarians than in schools without librarians.

The study showed that socio economic variables such as the percentage of ethnic groups and economically disadvantaged students explain most of the variance in performance. However, the library variable explained a smaller, but still significant, portion of performance variance. The library variable was also found to be more significant than school variables. The library variables revealed a different emphasis between the three school levels: elementary - volumes purchased, operational expenditures per student, library internet connection, software packages; middle/junior - collating material for instructional units,

providing information skills; and high - library staff, staff hours, hours of library operation, number of volumes, current subscriptions, planning instructional units with teachers, providing staff development to teachers. While causal relationships cannot be unequivocally proven through correlation studies such as this one, nevertheless recommendations may be made by combining these results with experiences of librarians to consider future course of action. This study demonstrated that libraries can play a very special role in enriching the experience of students from economically disadvantaged backgrounds who may need additional help to develop skills to succeed. This study is very significant in taking the Lance studies forward and giving a clear picture of methodology. It was prompted by standards already in place.

2.2. SCHOOL LIBRARIAN

2.2.1. The role of School Library Media Specialist (Bishop, K & Blazek, R, 1999)

Report of a case study of the librarian's role in a literature based reading program at an elementary school in Manatee County. Considers the three roles described in Information Power: information specialist, teacher, and instructional consultant. The author asserts if an understanding of the roles of the school library media specialist can be determined, understood and communicated before a literature based or whole language program is initiated; the chances that the program will flourish and grow are greatly enhanced. An ethnographic case study technique was employed and data gathering techniques were triangulated, including observation, semi structured interviews, and content analysis of relevant written documents. The school library media specialist involved in the study was professionally qualified. It was concluded that the librarian has a key role in the implementation of a literature based reading program, their impact possibly being commensurate with individual dedication to certain well developed principles of access and collection development. Observations revealed that teachers were

highly dependent on the librarian's bibliographic advice; she had a significant role in guiding teachers, students and administrators in the selection of resources. The teaching role described in Information Power was fulfilled through curriculum integrated instruction, the success of which lay largely with the media specialists efforts to foster the love of reading in students. (E.g. posters, displays, informal conversations with students, planned lessons and special activities such as reading contests and school wide projects).

Thus, it was noted that this was achieved without clerical help, and that the teaching role of the media specialist could be improved if clerical assistance was available. With regard to the instruction consultant role, it was reported that a great deal of trust was placed in the knowledge and expertise of the media specialist by the members of the teaching faculty, they were quick to make use of materials provided by her that dealt with whole language philosophy and literature based reading approaches. It was noted that the nature of the relationship between the school library media specialist and the teachers, students and administrators is key to the success of the program. The positive relationships established by the media specialist in this study represented a definite asset in the success of the program and contributed to the attainment of the educational goals of the literature based reading program. Flexible scheduling was also seen as an essential component of the initiative. However, as the author emphasizes that as the study was conducted in just one elementary school, generalization of results is problematic.

2.2.2. Contributions of Library Power to Collaborations between Librarians and Teachers (Webb, D, 2000)

One of the goals of Library Power was to increase collaboration between the librarian and teaching staff. This article concludes that Library Power was successful in achieving this goal and collaboration was identified in planning instruction and developing the collection. Data from over 400 schools was gathered through collaboration logs (completed by librarians) and questionnaires

completed by principals, librarians and teachers. Analysis of data available indicated that there was evidence of an increase in collaboration, including those schools that had a history of collaborative behavior. Collaborative logs supported the conclusion that library skills had been integrated into the curriculum at all grade levels.

2.2.3. School Climate Factors related to degrees of cooperation (Bell, M, 2002)

This journal article reports on a study which tested a series of null hypotheses related to teacher cooperation with school library media specialists. A total of 1079 teachers and librarians from 39 Texas elementary schools similar in wealth, size and student demographic characteristics were included in the study. Nineteen schools in the sample ranked in the top 25% of all Texas elementary schools and 20 schools ranked in the bottom 25%. Results from the Texas Education Assessment Minimum Skills Test (TEAMS) were used to identify these schools. Teachers in the study were asked to complete a Socio metric Choice questionnaire in which they had to identify, referring to a list of names of their professional colleagues, the individuals they would consult for help and cooperation in solving school related problems. Librarians were asked to complete the questionnaire. While the research did not look directly at the impact of different levels of cooperation on academic achievement, it was found that academically highly effective public elementary schools, as opposed to academically ineffective schools, are more instructionally cohesive and that school media specialists are more likely to be chosen by teachers for cooperation on instructional problems in the effective schools. The connection between school academic success and the involvement of the school librarian in the instructional program is therefore highlighted. However no connection was found between personality characteristics of the school library media specialists and the extent to which they are approached by teachers for advice. It is also interesting to note that

teachers were likely to cooperate in instruction with their school librarians at least as much, and in some cases more, than they were with their teacher colleagues.

2.2.4. A New Role and New responsibilities for the School Librarian (Thomas, N, 2004)

The school librarian has many different titles in different countries. The school librarian described in this dissertation is trained at tertiary level. They carry out their work using two different processes – the library process and the educational process, and have a combination of certified educational (pedagogical) and library skills, and preferably have a teaching accreditation. The need for and importance of these kinds of qualifications in the present day school library are confirmed by Thomas and Howard. Clyde has described different versions of this training. Major changes in the educational process have meant that the role of the school librarian and information specialist has changed. The AASL (American Association of School Librarians) has provided a following definition for the work which this staff member now carries out: In their unique roles as information specialist, teacher, and instructional consultant, library media specialists actively participate in both the planning and implementation of outcomes-based education. The referenced document goes on to describe these three different facets of the school library media specialist's role in detail. Furthermore, resent statements made by the AASL refer to the great impact of 21st century skills on the role of the school librarian in teaching these skills to the school community (AASL, 2010). The Research Foundation Paper School Libraries Work contains the following summary of this new role:

> 'The role of the library media specialist is diverse. He or she is at once a teacher, an instructional partner, an information specialist, and a program administrator. Library media specialists play an essential role in the learning community by ensuring that students and staff are efficient and effective users of information. They collaborate with teachers, administrators, and others to prepare students for future successes.'

Not only that – the school librarian and information specialist must be aware of, and also understand new forms of learning and their application within the SLIC and throughout the school as a whole. According to Loertscher (2008), Kulthau and Oelma, and Loertscher (2008) not only does the qualified school librarian encourage pupils to enjoy reading, develop their literacy skills and nurture good studying habits, but he or she also helps and instructs both teachers and pupils in the use of interdisciplinary information literacy skills. Information used in a correct way becomes knowledge. It therefore follows that those who receive good instruction in information literacy skills have learned how to acquire knowledge and become independent learners. Kuhlthau (2007) speaks about the search for meaning – the way in which people approach their search for and interpretation of information. Todd, R (2003c) and Gordon (2003) speak about the redesign of knowledge spaces: from information literacy to knowledge outcomes. The application of theories of guided inquiry affects academic achievement in a positive way.

It describes the SLIC and also the multidisciplinary and intermediary role played by the trained school librarian and information specialist plays at the Kalsbeek College, where the SLIC has become a new kind of learning environment where emphasis is placed not only the traditional goals of the school library, but also on the introduction of new kinds of learning. This research, especially at European level, has received information from school librarians who operate at many different levels. The following information is included because of its international perspective. In July 2008, a discussion took place on the IASL listserv about the work of the information literate school librarian in an international perspective. The following remarks were posted by Elizabeth Greef, Head Librarian of St Andrew's Cathedral School in Sydney, Australia and former IASL Board member. She states that she is very interested in the development of information literacy, nurturing keen readers, collaboration between the library and

classroom teachers and international development of school libraries. Her comments on the IASL listserv:

> 'It is guessed that it would be assumed that any school librarian if they are any good and especially if they have had some training will be information literate. If our core business is teaching information literacy and also providing an organized collection of resources within which these skills are to be used and developed, it is vital that we are exemplars of this. However, I would think the definition may have differences according to the country and type of resources available. I would think the information literate school librarian would need a very sound grasp of information management - how to catalogue and organize resources and how to set up an efficient and effective system for managing use and loans of these resources and ways to promote these resources to users. In some areas this may refer to mainly print resources, fiction, non- fiction, reference, etc. In other areas it may extend to understanding and teaching uses of subscription databases, use of software packages, audio-visual material, content management systems and Web 2.0 technologies such as wikis, blogs, and podcasts and so on. It encompasses understanding the needs of your patrons, helping them find what they need, developing systems to make these resources as accessible as possible. It may also include helping the users in organizing and synthesizing and presenting information, i.e. transformation of information. It involves being able to find what resources there may be to fill particular needs.
>
> It also incorporates the whole idea of ethical scholarship, teaching students how to use information to avoid plagiarism and to acknowledge correctly sources used. In the school situation it may also include curriculum or task design to discourage plagiarism and to deeply integrate resource-based learning. This would require understanding of the curriculum, the tasks and skills required of students and then how to break

> these down and then construct them into a learning opportunity through a task. The school librarian would have a good grasp of how to develop literacy of all kinds within students and also encourage reading for context and improvement of general comprehension and literacy skills. Information literacy is strongly connected to other forms of literacy. Information literacy in the school context assumes that communication, some information transactions and development is happening. For this to occur it is very important that the information literate school librarian is highly collaborative, networks with other librarians, is approachable, has excellent communication skills, is flexible, is a lifelong learner and is an effective user of technology (if the school uses technology and/or technology is available).'

This statement has been included in this dissertation because of the quality of understanding which is expressed at an international level. Greef not only addresses school librarians from westernized countries with adequate financial resources; she addresses all school librarians, in an international way. This international perspective is very important to this dissertation.

2.2.5. School Library Media Specialists (Gwatney, 2006)

Case study of three elementary school library media specialist based in rural north Georgia. The author investigated the tasks that they performed as part of a typical working day and compared them to the roles identified in Information Power: teacher, instructional partner, information specialist and program administrator. Data was collected through observation, interviews and analysis of plan books/calendars. As a group, they spent 46.6% of their time on program administration and 23.6% on teaching, Time spent on their information professional and instructional partner role was much lower (16.3% and 1.7% respectively).

2.3. SCHOOL LIBRARY ACTIVITIES

2.3.1. School Library Resource Center Program (Doiron, 1995)

The school library resource centre and the collection of trade books that classroom teachers gather in their classrooms were the focus of an exploratory, descriptive study designed around the first stages of an action research model. Little research had been done on how effective classroom teachers have been at acquiring trade books for their classroom collections, and on how teacher librarians, working in partially or fully integrated school library resource centre programs, helped to make trade books accessible to elementary teachers and students. A detailed description of the classroom collections led to the development of the Independent, Interactive and Integrated models for classroom collections. Each reflected a different concept of the classroom collection, its role in the literacy program and its relationship with the school library resource centre program. Indications were that a collaborative approach to trade book provisioning emerged in schools where the school library resource centre program was more fully integrated into the school curriculum. Details on a school-based/district-wide strategy to build a collaborative approach were given, as well as suggestions for a plan of action for individual schools and for further research to explore questions raised by this study.

2.3.2. The level of reading literacy (Elley, 1998)

This work investigates the reading literacy of nine and fourteen year olds in 32 countries are widely referenced. Experimental case studies were conducted in order to identify the average level of reading literacy of the children and it was intended that factors relating to initial reading and reading development would be identified. Comparison between the participating countries and their relative scores in reading achievement shows a relationship between the number of library resources and higher achievement. However, the study considers a number of

other literacy factors and further analysis would be required to ascertain the extent to which teaching activities and librarian involvement might also have a bearing on the findings. It should also be highlighted that the UK was not involved in the study. See also Martin & Margon, 1994 and Novljan, 1998.

2.3.3. Curriculum Integrated and Traditional School Library Media Programs (Bingham, JE, 1999)

Traditionally education in the United States has exhibited a great diversity of trends. The purpose of this study was to determine if the curriculum integrated library media program trend had a significant effect on the academic achievement of students. A comparison of the traditional library program versus a program that integrates the teaching of library skills with the classroom curriculum was conducted. A model of a research paper was designed using library and social studies curriculum outcomes as a guideline. This model was used to compare the two programs. The data that were gathered and analyzed using a t-test showed a significant increase in the scores of students who had been taught via the integrated method, thus suggesting support for the trend to incorporate the curriculum integrated teaching method in the library media center. Furthermore, data comparing the amount of support the students needed while using the media center resources suggest that the students exposed to the integrated method of teaching had a slightly better level of understanding of media center usage than did the students from the traditional program.

2.3.4. Reading Literacy in School Libraries (Margon, TA, 2004)

A special edition of the Irish Journal of Education which was devoted to findings of the IEA Reading Literacy Study is related to school research. The IEA survey looked at a range of factors that had the potential to impact on the reading literacy of 9 and 14 year olds. The complexity of assessing the impact of these factors is acknowledged. However, analysis revealed that a large school library

consistently relates to high mean achievement (both before and after controls for social and economic development were applied).

2.3.5. Importance of School Library and World Language (Crystal, 2007)

Crystal (2007) also describes English as a global or world language and pays special attention to the role of English in international relations, the media, international travel and tourism, international safety, education and communication. Recent studies indicate that language is a complex (cultural) factor in education. Due to the European nature of part of this study, this factor needs to be considered carefully. The use of the internet and Web 2.0 technologies enables people to search for and find information and to communicate with people in many different languages. As their education progresses, pupil may also wish to use information in modern international languages, as a research tool, and also to communicate with other students in these languages. The European Commission, Directorate General for Education and Culture confirms that the ability to communicate in the mother tongue plus the ability to communicate in foreign languages are two of the essential competencies of lifelong learning.

In the traditional classroom, more accents were placed on the teaching of languages. The number of options and teaching hours which are now available for these lessons has been reduced in many schools in order to make way for other new subjects. In his 2009 article, Garner states that the teaching of foreign languages in the U.K. is in decline and that there is a fall in the number of trainee teachers specializing in languages. This thesis concludes that the teaching of modern foreign languages, especially English, is crucial in secondary schools throughout Europe since this essential skill allows students to read, understand and access literature and information for educational and research purposes and also to communicate globally. A reduction in teaching hours for the teaching of modern languages would therefore seem inadvisable.

2.3.6. Themes regarding Library and Information Skills Instruction (Eisenberg, 2008)

A review of research relating to Information skills is arranged around four themes: theme 1: The value of library and information skills instruction; theme 2: The nature and scope of library and information skills; theme 3: The integrated approach; theme 4: Alternative methods of teaching library and information skills. Research cited is generally before 1988, but where thought relevant to this survey, it has been added to the extended bibliography. In their discussion of them Eisenberg and Brown quote an earlier literature review drawing on before 1974 studies carried out by Didier in 1985 which included the conclusions:

1. Various aspects of the library media program have a positive impact on student learning;

2. Information Skills can be related to improvements in student's achievement, performance on standardized tests and grade point average and General library media programs can be linked to improvements in wider learning issues. In theme the authors conclude that while the literature they found explored the nature and scope of library skills, it did not address how different skills approaches relate to performance (academic achievement). In theme 3, though research was limited and pointed to the difficulty of evaluating different methods of teaching skills due to the presence of many other variables, it was concluded that there was very little evidence that one method is superior to any other (e.g. computer assisted instruction versus traditional drill and practice).

2.3.7. The Impact of the Book Flood Project (Rogers, R, 2008)

The short article reports on the impact of the Book flood project where schools were provided with 250 new books. The way that each school used the Book flood varied, and evaluation methods also varied to some extent but positive results were widely reported. Methods of evaluation included: attitudinal surveys completed by staff and pupils; comparison of reading test scores; written evidence

from parents and staff; anecdotal evidence from parents and staff; visits to the schools from the school's library service which included talks with pupils and teaching staff about progress; a final report from each school; an end of project meeting and a review produced and distributed at the end of each phase of the project by the school's library service.

2.4. INFORMATION AGES

2.4.1. Historical Context: Information Ages (Hobart & Schiffman, 1998)

Hobart and Schiffman (1998) speak of three information ages in their history of information technology. According to them, we now live in the third information age.

2.4.2. The First Information age

Three distinct revolutions in the technology of information storage took place, beginning with the ancient Sumerians and the development of cuneiform, and later the invention of alphabetic writing. Writing and keeping written records freed the mind from the burden of memorising both stories and information. No longer was it necessary and essential to communicate verbally. Thus the concept of information was created (Hobart and Schiffman, 1998). The invention of the alphabet inspired the ancient Greeks to experiment with language and its relationship to experience. Stories such as myths were written down. People became fascinated by the writing of the great Greek philosophers and began to question the social order. Perhaps the first information age was responsible for social change.

2.4.3. The Second Information age

Printing catalyzed the emergence of the second information age and created an information explosion (Hobart and Schiffman, 1998). The printing press has been implicated in the Reformation, the Renaissance and the Scientific

Revolution (Dewar, 1998). The outpouring of printed books caused an information overload. Since scholars complained about the overabundance of books and printed material and the need of selective in the books which they read, they devised shortcuts including the use of the alphabetical index (Blair, 2003). Other important precedents during the years 1550-1750 as described by Rosenberg (2003), stating, as with any quantitative measures, perceptions of information overload are connected to the ways in which knowledge is represented. People had access to a much wider range of new texts, ideas or facts than ever before. During the Renaissance, common place books were published on a wide variety of topics and became available to more and more people. People became literate (Hobart and Schiffman, 1998). In turn, access to a wider range of information once again caused social change. In fact, Blair (2003) even mentions that seventeenth century French scholars feared that the multitude of books would make their society fall into an uncivilized state.

2.4.4. The Third (or contemporary) Information age

According to Hobart and Schiffman (1998), 'an analytical vision of knowledge' has produced the third information age, the contemporary age of computers, where information no longer offers an abstract model of the world but has become a world of its own. The conjunction of analytical symbols and digital technology has resulted both in fresh ways of expressing information and in new forms of information itself. Our contemporary information age has its roots in numeracy. During the 1960's, it became possible to store information digitally in the electronic circuits of the digital computer. Dewar (1998) writes that 'networked computers define the (current) information age'. According to Weggeman (2007), we now live in a world where there is an information super highway and are deluged with information, accumulating by the millisecond, in traditional and electronic forms. The Information Super highway has become a broad term used for the many emerging and existing paths for accessing electronic information.

2.4.5. The Age of Learning (Papert, S, 2003)

According to Papert, the third information age could also be called the age of learning. Across the world, children have entered a passionate and enduring love affair with the computer and use it as a learning tool. The technological revolution has been responsible for an acute need for better learning and has also offered the means to take effective action. This examines these new forms of learning and the effect which they have on educational quality. This thesis will attempt to find out whether the need for better learning has been successfully met. Although children use the computer as a learning tool, the extent of their actual learning must be examined. When does the expertise (and physical presence) of a teacher or coach become essential, in order to extend this learning?

2.4.6. The effect of the third information age and modern media on children (Healy, M, 2009)

One negative and one positive approach to the effect which the third information age and modern media has had on children will be presented below. Based on neuropsychological research, Healy (2009) attempts to analyse educational practices. She traces the roots of the present crisis in education and examines how modern media compromise children's ability to concentrate and to absorb and analyse information. The ability to reflect is an essential research skill, which is recognized during the application of the KILM. Healy's 'new intelligences' claim that mental abilities for the future should include widened perspectives, a broader range of skills and a great deal of open-ended imagination. She asks: 'What kind of intelligences should be encouraged in children who will live in a world where machines (computers) do most of the thinking? What will happen to children's interpersonal and emotional development? What will happen to children's oral language skills, since personal communication is the basis for reading and writing?' According to Healy (2009), the mind has the potential to expand itself so that it can absorb the important 'old' skills and still have room for the new skills which are demanded in the 21st century. Gardner's theories of

'new-' or 'multiple intelligences' (M.I.) (Gardner, 2009), which are relevant to Healy's theories, will be examined later.

2.5. ICT IN SCHOOL LIBRARIES

2.5.1. The Impact of ICT in School Libraries (Cuban, 2003)

Cuban (2003) describes the way in which teachers use computers in the classroom. He concludes that teachers are used to working in an autonomous way in their own individual classrooms; the door closes, the lesson begins. The teacher uses his own individual characteristics and teaching methods to instruct the class. Aspects of teaching such as the teacher's own knowledge of his subject, discipline, pedagogical methods and class administration come into play. This system works. It is therefore difficult for the teacher to introduce new technologies into his lessons. He can only use these new resources in a controllable way. He therefore uses modern technology in the same way in which he would have used more old fashioned teaching aids and does not take advantage of the full pedagogical potential of the new technology. In an attempt to measure the impact of ICT in American schools, Cuban carried out action research (Cuban, 2003). Instead of collecting statistical evidence or conducting interviews, he spent hours sitting in the classroom, observing what went on and arrived at conclusions which are not encouraging. Cuban concludes that enormous amounts of money have been invested in computer hardware and software.

However its impact on the evolution of new forms of learning was undervalued or neglected. The results of his research show that the majority of teachers use the new technology to support the teaching methods which they are already using. Also, the teacher is not used to coordinate his lessons with other teachers in an interdisciplinary way, across distinct subject areas. Cuban (2003) has concluded that teachers do not use ICT to support new forms of learning, and

that only a small minority exploits the new technology to enhance the way in which learning takes place in the classroom. His final conclusion was that there was no evidence which could be found which confirmed that academic achievement has increased because of the use of new technology. This is confirmed by Angrist and Lavy (2002).

It is therefore apparent that a great deal of money has been spent on the introduction of new technology into schools but that it is not being used to its full pedagogical potential, in fact, it is either being used as an old fashioned teaching aid or as an administrative tool. Training programs for teachers have been relatively unsuccessful. The European School net (2008) provides evidence from a number of individual countries which indicates that even though different kinds of training programs have been offered in order to improve teachers' ICT technical skills, these programs were often voluntary. A large percentage of teachers did not complete these training programs.

2.5.2. FILTER Network Research (Bunt Kokhuis, 2006)

Research into the effect of the third or contemporary information age was carried out by the FILTER network (supported by the European Commission, Directorate General Education and Culture, The eLearning Initiative), and is described by Bunt-Kokhuis (2006). This research was carried out not only by academics and professional teachers but also by ICT professionals from commercial organizations from different countries within Europe. The publication discusses economic and cultural filtering carried out by search engines and the reliability, accessibility and affordability of online learning. The introductory statement for the FILTER Closing Event (Filter, 2006) begins as follows:

> 'The amount of information that is online and potentially relevant to lifelong learners is enormous. Finding, selecting and judging relevant online content are important competencies in a world where lifelong learning is becoming a must. In practice, online content is the subject of

> economic, language and cultural filtering, arising from design features such as browsers, commercial search engines, portals, and intellectual property protected software. Local knowledge becomes more vulnerable and less easy to find on the web. Filtering of online content may affect the mind-map of e-learners and diminish the independence of their opinions in school, university or the workplace.'

Bunt-Kokhuis stated that 'Most of us use Google every day, for both our work and for private reasons. If we need information, we should be able to find it in Google. This is our unconscious starting point. But do you know how Google searches and what Google filters? Is that what you want – that information is filtered for you? Which sources, which cultures, which languages are not or only partially made available via the most commonly used search engines? Are we really aware of this and how can we best react to this situation?' This thesis has attempted to apply the research findings of the FILTER project to a practical educational context (Boelens, 2006a and Boelens, 2006b), as a tool for lifelong learning.

2.5.3. ICT Skills of Teacher Librarians in Schools (Hansson, H, 2006)

Hansson (2006) observes that although attempts have been made to retrain the teaching staff, experience has shown that they have failed to acquire the necessary skills. This is confirmed by Kennisnet (2006) which states that research indicates that the technical ICT skills of teachers may be less than adequate. It is essential that the threshold related to the ICT skills of teaching staff be raised. Teachers have to adapt in order to be able to retain their position of authority in their own classroom. Pupils appear to have more (superficial) ICT skills than teachers. Veen (2003) explains that teachers often experience the well-developed ICT skills of pupils (the Digital Natives) as a kind of hostility in the classroom. Teachers feel threatened; they cannot compete with the pupils. For this reason a certain friction has arisen between pupils and some teachers. Many pupils believe that they have much better ICT skills than their teachers (Kennisnet, 2006). This

opinion is also confirmed by Iersel (2006). However research also shows that when pupils' information literacy and research skills are assessed, they prove to be both superficial and naive.

Teachers need continuous, compulsory retraining in the implementation of ICT into their lessons. Information which was obtained from the Eurydice database, the British Council, Country Studies and Euro Education for each individual country shows that for more than 10 years, Ministries of Education in many different countries have been attempting to retrain teachers, and to increase their ICT skills. Although younger teachers may in fact be Digital Natives, and may have learned some ICT skills during their training and can, to some extent, implement these skills into their lessons, they need to constantly keep up-to-date. The evidence also confirms that some younger teachers may not have better ICT technical skills than their older colleagues, and that ICT skills of teachers are not necessary age related (Probert, 2009). Because of the constant changes within and evolution of the information society, the retraining of teachers is not a one off affair, but needs to be continuous, in order to keep up with the current changes within ICT itself so that its full pedagogical potential can be realized.

The questions which remain to be asked are: Should the ICT skills of teachers be tested on a regular basis? When should the retraining of teachers be compulsory? When do teachers with low level ICT skills become unacceptable members of the teaching staff? UNESCO is attempting to answer these questions and to define the ICT competency standards for teachers (UNESCO, 2009) at international level. During informal surveys and conversations, teachers have also complained that the use of ICT within the school has, in fact, increased the amount of administration which takes place. Instead of saving time, it costs time, for example:

E-mails: Correspondence in schools with good ICT facilities takes place via E-mail. There are complaints about the time spent in opening and answering (sometimes unnecessary) E-mails, SPAM, network problems, etc. Some teachers

are unable to use the E-mail and cannot be contacted through it. Others seldom open their E-mail. A simple note in a teacher's school letterbox is often quicker and more effective.

School administration: General administration, for example entering marks for reports, deadlines etc. costs time. A teacher needs to have this information available and then enter it into the digital pupil administration system. He needs access to a PC in good working order, which is connected to the school network via internet. In India, schools have sometimes appointed new staff members (a systems administrator) to assist teachers in this specific administration, thus incurring extra personnel costs for non-teaching staff. It remains to be seen whether or not the benefits of these administrative systems outweigh the costs and the amount of time spent. However, these systems do supply statistics to the school management and to national educational organizations which may indicate an increase in efficiency. However this administrative use of ICT within the school has virtually no connection to actual educational quality or academic achievement. Also, the use and protection of the growing amount of data and knowledge contained in the digital educational and administration systems of the school is a matter for serious concern which needs to be investigated a further study.

The ELO (Electronic Learning Environment) or VLE (Virtual Learning Environment) used by some teachers also results in extra time being spent behind the PC. While it could be said that there is better individual communication with pupils via the ELO, teachers need extra time to prepare new teaching material suitable for ELO use. Once again the question of value for money arises – do the gains in educational quality and academic achievement outweigh the costs in time and money? Of course, in schools in remote locations, the ELO has distinct advantages which are unrelated to the above arguments, provided that the required network connections are available.

The School web page provides good publicity for the school and also gives pupils and parents information about school activities and roster changes. Also, by using the webpage, parents can view their own child's marks, using an individual password and can keep up to date with the progress which the child is making. However, this information must be entered accurately, needs to have high availability and must be continuously kept up-do-date. Security issues are also very important, in order to prevent hacking. The design and maintenance of an up-to-date website costs time and money and is the work of trained information professional. There are also complaints which are related to the work load and changes in the school's social structure since the introduction of ICT. There is an acute shortage of teachers in some countries. The large number of part-time especially female teachers, who are now employed throughout Europe, particularly in secondary schools, is confirmed by the Department of Education and Science of the Republic of Ireland (2009) and described.

2.5.4. The Primary and Secondary School Library of the Future (Voaden, T, 2006)

Emphasis is on library policy formulation with much discussion devoted to ICT in the library. It does not draw from research apart from a brief summary of findings from the Creaser reports (particularly regarding spending). However, it does mention the value of School Library Services and the value of the chartered librarian in the primary school, secondary school with particular reference to the new emphasis on ICT.

2.5.5. New technologies for Information and Communication (Bruce, 2007)

As new technologies for information and communication continually appear, still newer literacy emerge. The continuous nature of these profound changes requires new theories to help us understand them. However Leu, Kinzer, Coiro and Cammack have attempted to identify a New Literacy Perspective - central principles on which this theory could be built, as described:

> 'the Internet and other ICTs are central technologies for literacy within a global community in an information age; the Internet and other ICTs require new literacy to fully access their potential; new literacy is deictic; the relationship between literacy and technology is transactional; new literacy is multiple in nature; critical literacy is central to the new literacy; new forms of strategic knowledge are central to the new literacy; speed counts in important ways within the new literacy; learning often is socially constructed within new literacy. Last but not least, the teachers become more important, though their role changes, within new literacy classrooms'

As ICT is used more and more in the classroom, the central role that teachers play becomes even more important within these complex information environments. According to Leu, Kinzer, Coiro and Cammack teachers will need to be:

> 'aware of emerging technologies for information and communication, capable of identifying the most important new literacy that each requires, and proficient in knowing how to support their development in the classroom. Institutions for teacher education will need to prepare new and experienced teachers so that they can support children in the new literacy of ICTs in the classroom'.

New literacy includes the skills and strategies which allow people to use the Internet and other forms of ICT effectively. According to Leu, Kinzer, Coiro and Cammack (2004), they include using a search engine effectively to locate information; evaluating the accuracy and utility of information that is located on a web page in relation to one's purpose; using a word processor effectively, including using functions such as checking spelling accuracy, inserting graphics, and formatting text; participating effectively in bulletin board or discussions to get needed information; knowing how to use e-mail to communicate effectively; and inferring correctly the information that may be found at a hyperlink on a web page. It is immediately obvious, however, that this list, written in 2004, may

already have changed during the last 6 years, for the reasons mentioned above (Bruce, 1997), (Leu, 2000) (Reinking, 1998).

2.5.6. E-learning in School Libraries (Hirsch, C, 2007)

E-learning is the use of new multimedia educational technologies, Internet and Web 2.0 facilities to improve the quality of learning by facilitating access to resources and services as well as remote exchanges and collaboration (e-learningeuropa). E-learning is defined by the Digital Strategy Office, Government of New Zealand as being: 'learning that is facilitated by the use of digital tools and content. Typically, it involves some form of interactivity, which may include online interaction between the learner and their teacher or peers'. In schools which have modern ICT facilities, this kind of learning takes place through an ELO (Electronic Learning Environment) or VLE (Virtual Learning Environment), accessed from inside or outside the school at any time during day or night. Much has been written about the advantages and disadvantages of these 'new kinds of learning', however many agree that these concepts have also made it possible for people within our society to further their education and perhaps reach a higher educational level than they would have achieved in the traditional way. People in this group are then better prepared to become lifelong learners and to play a productive role in modern society. New kinds of learning can be especially important for pupils with learning difficulties.

The introduction of ICT has allowed them to work at their own pace, and has provided new remedial teaching possibilities. Also, the introduction of ICT has sometimes helped them to 'enjoy learning' much more than they did when only traditional forms of teaching were available. Gifted pupils can be given extra challenges via new forms of learning, in the form of specific individual tasks, making boredom a thing of the past. Learning does not necessarily need to take place in the traditional classroom – it can now take place in a location of the learner's own choosing (as long as certain ICT resources - hardware and software are available). Using ICT, the teacher and the learner can now communicate with

each other (on an individual basis or in groups) and discuss schoolwork or assignments, from inside or outside the traditional school, and can learn to manage or control the progress of their own acquisition of knowledge. Recent articles published in India, stating that too much time is being spent on new forms of learning, and pupils are not learning essential traditional basic skills. Hirsch (2007) describes core knowledge or elements of cultural literacy that should be the emphasis of education. New forms of learning are perceived as being more attractive and modern, however there is destructive criticism about the quality of education since new forms of learning were introduced (Trouw, 2008). The Dutch association known as BON (Beter Onderwijs Nederland – Better Education in the Netherlands) publishes numerous articles criticizing new forms of learning. Parents, pupils, teachers, companies, scholars and other interested parties use this site to exchange ideas and insight into the educational process. Research in the Netherlands indicates that if teaching and learning is to be effective, it needs to be a combination of traditional plus new forms of teaching and learning (Kennisnet, 2006).

2.5.7. ICT Training Sessions for Librarians and Teachers of School Libraries (Balanskat, 2008)

Balanskat (2008) has supplied evidence about the high number of women teachers in all levels of education. During informal interviews, these women complained that even though they work in part time, they are still expected to attend compulsory ICT training sessions and to make use of all the ICT facilities which are mentioned above. These costs much more time than their employment contract actually allows for non-classroom activities. Some have returned to work after a period of absence (parental leave) and have missed out on instruction in the use of ICT (Balanskat, 2008). They point out that they have chosen to work part time because they still have homes and families to care for and do not want the extra strain and burden of additional responsibilities and compulsory ICT training. Many teachers throughout Europe have received basic

(sometimes compulsory) instruction in the use of computers through a scheme known as the European Computer Driving Licence (ECDL, 2008). Other European training schemes are described by Balanskat (2008). Teaching and other staff are usually required to attend training sessions in order to learn how to use the ICT facilities, however these training sessions cost time and many staff members can provide perfectly valid reasons (related to their employment contract) for not attending these sessions. In the results of a European survey of 15 European countries, Balanskat (2008) describes factors which have had an impact on the ICT training of teachers, for example: 'the shortage of teachers in some countries in Europe (Hungary, Germany, France) and the fact that teachers have a fragmented knowledge base. Also, policy makers have a quite fragmented picture of the actual state of the teaching workforce in terms of knowledge and skills.

Training policies can only be successfully implemented and sustainable in the long term if they are part of an interlinked or integrated (interdisciplinary) ICT strategy. The majority of teachers need to improve both their ICT technical skills and also their information literacy skills. Also, some teachers lack confidence in using ICT in the classroom. If necessary, some kind of test could be used to carefully assess exactly what their ICT skills and information literacy skills are. According to Balanskat (2008)

> 'Half of the countries offer concrete incentives to their teachers participating in training in terms of career development prospects and to a lesser extent equipment or loan schemes, or an increase in salaries. The majority, 11 of the 15 countries in the survey, see the need to develop new ECDL licences, on European (Greece, Denmark, France, Estonia) and/or on national level (Greece, Switzerland, Denmark, France, Lithuania, Hungary)'

2.5.8. The concept of digital literacy for Librarians (Balanskat, 2008)

Balanskat (2008) mentions that support services have become largely available for schools. There is a shift from a more central public provision of these services towards giving schools the responsibility to organize services themselves. Outsourcing of services by schools is starting to be applied in some countries. This may help to overcome some of the technical ICT problems within the school. However, this thesis questions the costs involved in these external services and also the ability of these services to apply technology in educational (pedagogical) setting. Balanskat also states that almost all policies (current and future) mention the need for the development of pedagogical skills for teachers, making use of ICT ... Concrete definitions of terms and precise descriptions of skills or competencies should be part of each policy that sets the goals for developing teachers (digital) competence. In a final statement, she says that the concept of digital literacy for librarians is, as yet, not sufficiently defined. Information handling is mentioned as a core mandatory for teachers in half of the countries participating in the survey. Other relevant statements made by Balanskat are as follows: 'The development of pedagogical ICT skills is in medium or high focus in most of the countries, but technical ICT skills are still important; Internet safety issues (media-literacy) are important; a focus on collaboration, interdisciplinary work or project work is needed'. It remains to be seen whether or not the expenditure of time and money on ICT within schools is justified, when compared with the educational quality and achievement of the pupils.

Hence, this dissertation would attempt to make a simple comparison, on a European scale, between investment in ICT facilities and the consequences for educational quality and achievement. It is possible that some changes in policies and attitudes relating to the way in which ICT is being implemented in schools are necessary. Plagiarism, when using information from traditional, but especially from digital resources, has become almost 'acceptable'. Some children think that plagiarism is normal. Teachers sometimes even promote this idea because of their

lack of ICT skills, some teachers are unable to access or apply an anti-plagiarism tool. Also, since the tool identifies different levels of plagiarism, others are unable to analyze the results, because of their lack of information literacy skills.

2.5.9. New skills which school librarians and information specialists need (Blowers, 2009)

In an attempt to specify the information and media skills which a teacher or school librarian might need to learn about Web 2.0 applications, Blowers (2009) created the Learning 2.0 instruction program. She then went on to specify 23 Learning Things which in her opinion teachers or librarians needed to learn about Web 2.0 applications. They include: becoming familiar with the objectives of Learning 2.0; learning more about lifelong learning; learning how to set up and register a blog; exploring Flickr; learning more about RSS feeds; setting up blog-lines; making use of an online image generator; using online research tools; tagging and using digital book marks; learning about wiki's and using them in innovative ways; making used of online productivity tools; discover how to share video's, use podcasts and downloadable audio and music; learning more about online libraries and audio books. These applications have been specified in this dissertation in order to show how complex they are and also to emphasize the fact that the school librarian and information specialist must constantly update his or her skills. New forms of ICTs are continuously becoming available. This would imply that new forms of information are also being produced and that new skills are needed in their application and use in an educational context. In cooperation with Blowers, online training programs have been set up in different countries so that librarians can become familiar with these skills.

This thesis questions the percentage of teachers who actually use these applications in their teaching and who also keep up with the continuing changes in the use of these technologies. Therefore the role of the school librarian, as the person who assists teachers to apply these new applications in teaching, becomes even more important**.** On the other hand, educators could ask how essential these

(21st century learning) skills are in order to maintain educational quality. At the end of 2009, a number of new research projects were set up in order to assess their importance in education and how often these applications are actually used during the educational process – results are expected to be published in 2010.

2.6. LIBRARY EDUCATION

2.6.1. Changes in Library Educational policy: Lifelong learning (Harvey, L, 2004)

Lifelong learning is defined as 'all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competence, within a personal, civic, social and/or employment-related perspective' (Harvey, 2004, p.1). Lifelong Learning is an expression used to indicate that acquiring new knowledge is now considered a continuous process which does not end when one leaves school or university, but continues uninterrupted throughout one's professional life and even after retirement, spreading to embrace all stages of life and all social groups thanks, to a great extent, to the possibilities offered by e-learning (elearningeuropa, 2009b, p.1). On 9 November 2005, the proclamation Beacons of the Information Society: The Alexandria Proclamation on Information Literacy and Lifelong Learning was published (IFLA, 2005). The proclamation declares that:

> 'Information literacy and lifelong learning are the beacons of the Information Society, illuminating the courses to development, prosperity and freedom. Information Literacy lies at the core of lifelong learning. It empowers people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals. It is a basic human right in a digital world and promotes social inclusion of all nations. ...

> Lifelong learning enables individuals, communities and nations to attain their goals and to take advantage of emerging opportunities in the evolving global environment for shared benefit. It assists them and their institutions to meet technological, economic and social challenges, to redress disadvantage and to advance the well-being of all'

Lifelong learning is linked to economic prosperity. It implies that people need be able to learn continuously, in order to acquire the skills they need to cope with ongoing changes in the workplace, within their society and also within their own homes in the 21st century. The key competencies for lifelong learning – a frame work for key competencies in a knowledge-based society that was published in November 2004 by the European Commission (2004), are: communication in the mother tongue; communication in foreign languages; mathematical literacy; competence in science and technology; digital competencies; learning to learn; interpersonal, intercultural and social competencies; civil competencies, entrepreneurship and cultural expression.

2.6.2. Educational reforms in Secondary Schools (Boekhorst & Veen, 2006)

In 2006, in the Netherlands, educational reforms took place in secondary schools (Boekhorst and Veen, 2006). New educational concepts which emphasize learning instead of teaching and encouraging students to take an active, independent approach to learning were introduced. The teacher's role shifted from being an instructor to becoming a coach and facilitator. Eurydice refers to educational reforms which are now taking place in a number of countries in Europe. Many of these reforms have to do with the autonomy of individual schools and the need to manage schools effectively. This thesis argues that because of the impact of the third information age, these are not just ordinary periods of educational reform and that the additional impact of the third information age on educational reform should be taken into account. The situation becomes much more complex because a number of different, distinct sets of changes in education are taking place simultaneously – the one sometimes enables

the other. For this reason, educational reform needs to be reviewed as part of this whole picture.

2.7. CONCLUSION

The information which has been reviewed in this part is related to a series of different subjects and topics which are relevant to this research at local and national levels. There are links between one subject and another, which are sometimes quite complex. This part begins by describing three major historical changes have taken place in education since the 1960's: the introduction of educational reforms; the introduction of ICT and educational technology into schools throughout the world since the 1970's and the introduction of new forms of learning. It then attempts to see how these changes have affected the school community as a whole, and the individual groups within the school community. The expectations were that these changes would enhance the educational system. However changes in education which may not have been anticipated have occurred. The introduction of ICT within the schools has been described in detail. The review of the literature shows that the ways in which it has been implemented into different schools depend upon the attitudes and vision of school leaders, teachers, other staff and sometimes parents. There are clear indications that the use of ICT in schools lacks infrastructure. Many of the goals which were set, have been met in a number of countries, however, research reveals that some teachers have been unable to keep up with the ever increasing changes in ICT and have been unsuccessful in implementing the use of ICT or educational technology into their lessons. When goals were set for the introduction of ICT and the implementation of new kinds of learning, expectations were that the appropriate usage of ICT within the school would help to support new forms of learning and that educational quality and academic achievement would increase. This research will attempt to investigate these issues and to find out whether or not these expectations have been realized, using international guidelines. Also, the

continuous increase in the amount of information provides questions for schools regarding its application and use. Both pupils and teachers need to learn how to use this information for the benefit of education and for the acquisition of knowledge. Indications are that the roles and responsibilities of stake holders within the school have changed or are in the process of altering. It appears that it will be some time before schools are fully adapted to these changes. This may have to do with the continuous process of change which is still taking place. National policy makers and school leaders need vision and motivation in order to meet these challenges. The school library and information center (SLIC) and the qualified school librarian and information specialist may provide a partial solution to these challenges because of his or her knowledge of the subject, and may be in a position to help and assist school leaders, teachers and pupils through this difficult period of change. An attempt will be made to see whether or not the use of the SLIC, applied under certain specific conditions at local, national levels, can be used to solve some of the problems which have arisen and which have been described in the review of the literature. This dissertation will address these issues at local and national levels.

3.1. Methodology

The survey has been chosen to know the current status of High school and Higher Secondary School Libraries in Karur District. The present study belongs to Survey Method. Hence, Questionnaire method has been used for this study. The study requires both primary and secondary data. Primary data has been collected by the researcher by questionnaire method and Secondary data has been collected from published and unpublished documentary sources. Every available source has been used to collect data for this study. Especially, data has been collected from Questionnaire, Interview, Internet, Government Reports, Newspapers, Journals, Magazines, Reference materials like Encyclopedias, Yearbooks etc. The sample questionnaire was designed by the researcher. A pilot study was made and distributed to 20 respondents and it was updated by incorporating few questions and deleting some unwanted questions. The questions were finalized only after undergoing an in depth analysis and discussion with experts and questionnaire was given to the respondents. However, totally, 171 questionnaires were distributed to the respondents of various high schools and higher secondary schools and 143 (83.62%) respondents responded and handed over the filled in questionnaires. The questionnaires were received back by the researcher, and the answers therein tabulated, analyzed and inference obtained.

3.2. Summary of questionnaire

The questionnaire consisted of ten sections. They are:

3.2.1. Section I (Identifying Information): This section requested the name of the school, address, and school level, type of school and school category of Karur District.

3.2.2. Section II (Physical Infrastructure) : This section dealt with library size, availability of racks, reading tables, seating capacity, magazine stands, reading room facility, Air condition facility, electricity and water facility, separate toilet facility and availability of computer access area in library in Karur District.

3.2.3. Section III (Library Collection): This section dealt with availability of books, non-book materials, magazines & journals, reference books, back volumes, and newspapers in library in Karur District.

3.2.4. Section IV (Library Services): This section inquired about the library services which are offered by the library. Those services are lending service, Xerox service, audio & video service, internet facility, library hour service, subject guide board service and display board service.

3.2.5. Section V (Library Transactions): This section discovered about the transactions of the library for students and staff members in Karur District.

3.2.6. Section VI (Library Scheduling): This section dealt with type of scheduling, frequency of scheduled periods, scheduling decisions in high school and higher secondary school libraries in Karur district.

3.2.7. Section VII (Library Technology): This section inquired into the availability of computers, telephone, fax machine, CD players, Inkjet printers, Laser printers, Flatbed scanners, Computers, Pen Drives, Digital Cameras, DVD players in High school and Higher Secondary School Libraries in Karur District.

3.2.8. Section VIII (Library Staffing): This section addressed the staffing levels of the library, qualification of the Librarian, Gender of the Librarian, Age of the Librarian in High School and Higher Secondary School Libraries in Karur District.

3.2.9. Section IX (Library Annual Budget): This section inquired about budget information pertaining to books, non-book materials, magazines, newspapers, equipment such as computers, furniture and shelving etc.

3.2.10. Section X (School Library Management): This section dealt with advisory committee, book selection policy, unscheduled visits, holiday project works, and book fair in High School and Higher Secondary School Libraries in Karur District.

4.1. Area Profile (History of Karur District)

One of the ancient cities in Tamilnadu, Karur was ruled by Cheras, Cholas, the Naickers, and the British successively. There is proof that Karur may have been the centre for old jewellery making and gem setting (with the gold imported mainly from Rome), as seen from various excavations. According to the Hindu mythology, Brahma began the work of creation here, which is referred to as the "place of the sacred cow." Karur has a very long history and has been sung by various sangam poets. In history, it has been the battleground of various Tamil Kings like Chera, Chola, Pandiya and Pallavas because of strategic location. The district has a very rich and varied cultural heritage. Karuvoor Thevar born in Karur is one among the nine devotees who sung the divine Music Thiruvichaippa, which is the ninth Thirumurai. He is the single largest composer among the nine authors of Thiruvichaippa. He lived during the reign of the great Raja Raja Chola-I. In addition to the famous Siva temple, there is a Vishnu temple at Thiruvithuvakkodu, a suburb of Karur, sung by famous Kulasekara Alwar (7-8th Century AD) who was the ruler of Kongunadu.

Karur is one of the oldest towns in Tamilnadu and has played a very significant role in the history and culture of the Tamils. Its history dates back over

2000 years, and has been a flourishing trading centre even in the early Sangam days. Epigraphical, numismatic, archaeological and literary evidences have proved beyond doubt that Karur was the capital of early Chera kings of Sangam age. It was called Karuvoor or Vanji during Sangam days. There has been a plethora of rare findings during the archaeological excavations undertaken in Karur. These include mat designed pottery, bricks, mud toys, Roman coins, Chera Coins, Pallava Coins, Roman Amphorae, Rasset coated ware, rare rings etc. Karur was built on the banks of river Amaravathi which was called Aanporunai during the Sangam days. The names of the early Chera Kings who ruled from Karur, have been found in the rock inscriptions in AruNattarMalai close to Karur. The Tamil epic Silapathikaram mentions that the famous Chera King Cheran Senguttuvan ruled from Karur. In 150 Greek scholars Ptolemy mentioned "Korevora" (Karur) as a very famous inland trading centre in Tamilnadu. After the early Cheras, Karur was conquered and ruled by Pandiyas followed by Pallavas and later Cholas. Karur was under the rule of Cholas for a long time. Later the Naickers followed by Tipu Sultan also ruled Karur. The British added Karur to their possessions after destroying the Karur Fort during their war against Tipu Sultan in 1783. There is a memorial at Rayanur near Karur for the warriors who lost their lives in the fight against the British in the Anglo Mysore wars. Thereafter Karur became part of British India and was first part of Coimbatore District and later Tiruchirappalli District. Karur is also a part of Kongunadu. The history of Kongunadu dates back to the 8th Century. The name Kongunadu originated from the term "Kongu", meaning nectar or honey. Kongu came to be called as Kongunadu with the growth of civilization. The ancient Kongunadu country was made up of various districts and taluks which are currently known as Palani, Dharapuram, Karur, Namakkal, Thiruchengodu, Erode, Salem, Dharmapuri, Satyamangalam, Nilgiris, Avinashi, Coimbatore, Pollachi and Udumalpet. Kongunadu was blessed with enormous wealth, a pleasant climate and distinct features. Kongunadu was ruled over by the Chera, Chola, Pandava, Hoysala, Muslim rulers and finally the British.

Table 4.1

Karur District - At a Glance

Country	India
State	Tamil Nadu
Language	Tamil, Telugu, Urdu, English
Time zone	IST (UTC +5:30)
Importance	Major export centre of Home Textiles
Population	
Total	9,33,791
Male	4,64,489
Female	4,69,302
Density	322/km^2
Literacy	
Total	6,41,888
Area	2,895.57km^2
Geographical Position	
Latitude	11.00°N to 12.00°N
Longitude	77.28°E to 77.50°E
Altitude	122 meters (400 feet)
Temperature	
Maximum	37.1° C
Minimum	19.1°C
Rainfall	
NE Monsoon	341.8 mm
SW Monsoon	209.5 mm
Pin code	639 xxx
Phone Code	04324
Vehicle Registration No.	TN-47

4.2. Origin of Karur District

Karur Taluk, which was once a part of Coimbatore district, was merged with Tiruchirappalli district during 1910. A separate Karur district was formed on 30th September 1995 by trifurcating Tiruchirappalli district. Initially, Karur District was carved out of the composite Tiruchirapalli district, consisting of three taluks namely, Karur, Kulithalai and Manaparai. Subsequently Manaparai Taluk was decoupled and Musiri Taluk was included in Karur District. Later Musiri Taluk was decoupled from Karur District. Karur District, with head quarters at Karur, is the most centrally located district of Tamilnadu. It is about 371 km south west of Chennai, the capital of Tamilnadu. Karur District is bounded by Namakkal District in the North, Dindigul District in the South, Tiruchirapalli District on the East and Erode District on the West. Karur District was formed through Government Order 913 dated 30.10.1995.

Table 4.2.

Status of Type of Schools in Karur District

School Type	Total Schools		Sample		Respondents	
	count	%	count	%	count	%
Matric Schools	49	28.65	49	28.65	42	24.56
CBSE Schools	3	1.75	3	1.75	3	1.75
State Board Schools	118	69.00	118	69.00	97	56.72
ICSE Schools	1	0.58	1	0.58	1	0.58
Total	171	100	171	100	143	83.62

Table 4.3

Status of Category of Schools in Karur District

School Category	Total Schools		Sample		Respondents	
	count	%	count	%	count	%
Government Schools	77	45.02	77	45.02	64	37.42
Private Schools	70	40.93	70	40.93	63	36.84
Aided Schools	15	8.77	15	8.77	12	7.01
Municipal Schools	3	1.75	3	1.75	3	1.75
A D W Schools	6	3.50	6	3.50	1	0.58
Total	171	100	171	100	143	83.62

5. ANALYSIS AND INTERPRETATION

Analysis and Interpretation is the main part of any kind of research. However, this survey is conducted with reference to 143 Schools. Among 143 Schools, 73 (51.04%) Schools are High schools and 70 (48.95%) Schools are Higher Secondary Schools. The table 5.1 explains about Matriculation, CBSE, State Board and ICSE Schools which have Library in Karur District. 29.4% of Matriculation Schools have Library in Karur District, 2.1% of CBSE Schools have Library, 67.8% of State Board Schools have Library and 0.7% of ICSE School has Library in Karur District. It is clearly understood from the above table that 44.8% of Government Schools have Library in Karur District, 44.1% of Private Schools have Library, 8.4% of Aided Schools have Library, 2.1% of Municipality Schools have Library and 0.7% of A D W School has Library in Karur District. 39.7% of matriculation schools belong to high school and 18.6% of matriculation schools belong to higher secondary school. Hence, 4.1% of CBSE schools belong to high school, 56.2% of state board schools, 41.1% of government schools, 52.1% of private schools, 4.1% of aided schools, 1.4% of ADW School and 1.4% of municipality schools belong to high school. However, 80% of state board schools, 48.6% of government schools, 35.7% of private schools, 12.9% of aided schools and 2.9% of municipality schools belong to higher secondary schools.

Table 5.1

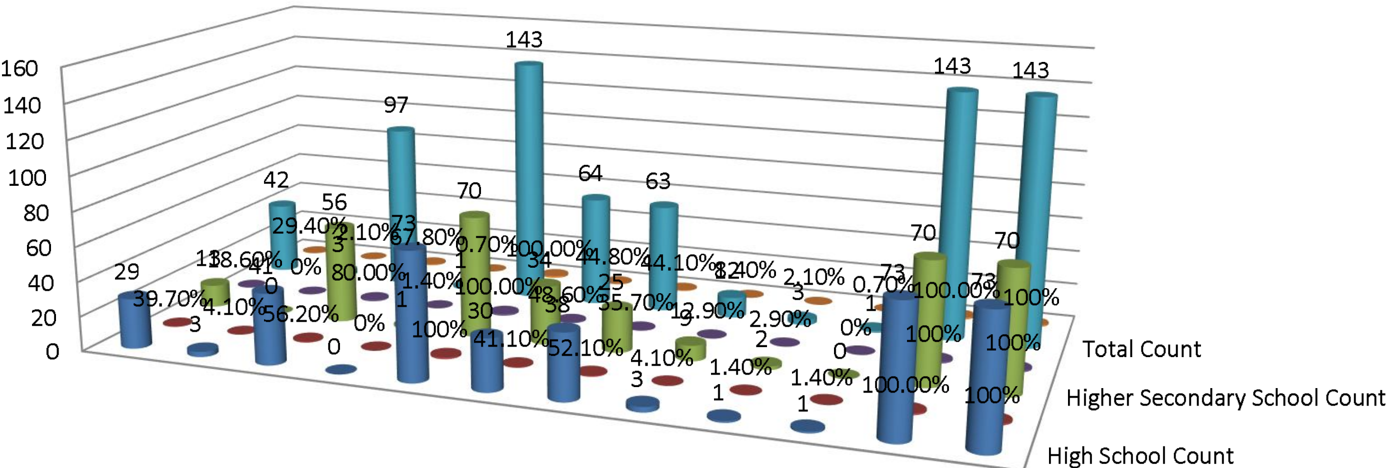
Status of High School and Higher Secondary Schools Which have Libraries in Karur District

		School Level				Grand Total	
		High School		Higher Secondary School		Count	%
		Count	%	Count	%		
Type of School	Matriculation	29	39.7%	13	18.6%	42	29.4%
	CBSE	3	4.1%	0	0%	3	2.1%
	State Board	41	56.2%	56	80.0%	97	67.8%
	Others	0	0%	1	1.4%	1	0.7%
	Total	73	100%	70	100%	143	100%
School Category	Government	30	41.1%	34	48.6%	64	44.8%
	Private	38	52.1%	25	35.7%	63	44.1%
	Aided	3	4.1%	9	12.9%	12	8.4%
	Municipality	1	1.4%	2	2.9%	3	2.1%
	ADW	1	1.4%	0	0%	1	0.7%
	Total	73	100%	70	100%	143	100%

This survey is conducted with reference to 143 Schools. Among 143 Schools, 73 (51.04%) Schools are High schools and 70 (48.95%) Schools are Higher Secondary Schools. The table 5.1 explains about Matriculation, CBSE, State Board and ICSE Schools which have Library in Karur District. 29.4% of Matriculation Schools have Library in Karur District, 2.1% of CBSE Schools have Library, 67.8% of State Board Schools have Library and 0.7% of ICSE School has Library in Karur District. It is clearly understood from the above table that 44.8% of Government Schools have Library in Karur District, 44.1% of Private Schools have Library, 8.4% of Aided Schools have Library, 2.1% of Municipality Schools have Library and 0.7% of A D W School has Library in Karur District. 39.7% of matriculation schools belong to high school and 18.6% of matriculation schools belong to higher secondary school. Hence, 4.1% of CBSE schools belong to high school, 56.2% of state board schools, 41.1% of government schools, 52.1% of private schools, 4.1% of aided schools, 1.4% of ADW School and 1.4% of municipality schools belong to high school. However, 80% of state board schools, 48.6% of government schools, 35.7% of private schools, 12.9% of aided schools and 2.9% of municipality schools belong to higher secondary schools.

Figure 5.1

Status of High School and Higher Secondary School Libraries in Karur District



	Type of School					School Category						Total School Libraries
	Matric	CBSE	State Board	Others	Total	Government	Private	Aided	Municipality	A D W	Total	
High School Count	29	3	41	0	73	30	38	3	1	1	73	73
High School %	39.70%	4.10%	56.20%	0%	100%	41.10%	52.10%	4.10%	1.40%	1.40%	100.00%	100%
Higher Secondary School Count	13	0	56	1	70	34	25	9	2	0	70	70
Higher Secondary School %	18.60%	0%	80.00%	1.40%	100.00%	48.60%	35.70%	12.90%	2.90%	0%	100%	100%
Total Count	42	3	97	1	143	64	63	12	3	1	143	143
Total %	29.40%	2.10%	67.80%	0.70%	100.00%	44.80%	44.10%	8.40%	2.10%	0.70%	100.00%	100%

Table 5.2

Chi-square test applied to know the Association between types of schools And high school and higher secondary school libraries

Type of School	**High School *(n=73)***	**Higher Secondary School *(n=70)***	**Total *(n=143)***	**Statistical inference**
Matriculation	29(39.7%)	13(18.6%)	42(29.4%)	X^2=12.357 Df=3 .006<0.05 Significant
CBSE	3(4.1%)	0	3(2.1%)	
State Board	41(56.2%)	56(80%)	97(67.8%)	
Others	0	1(1.4%)	1(.7%)	

Research hypothesis

There is a significant association between type of schools and high school and higher secondary school libraries

Null hypothesis

There is no significant association between type of schools and high school and higher secondary school libraries

Statistical test

Chi-square test was used for the above table

Findings

The table 5.2 reveals that there is a significant association between type of schools and high school and higher secondary school libraries. Hence, the calculated value is less than table value ($p<0.05$). So the research hypothesis is accepted and the null hypothesis is rejected. It means that a sample that has been observed that disagrees with the null hypothesis enough to allow to conclude it is false and the alternate hypothesis is true.

Table 5.3

Chi-square test applied to know the Association between categories of Schools and high school and higher secondary school libraries

School Category	High School *(n=73)*	Higher Secondary School *(n=70)*	Total *(n=143)*	Statistical inference
Government	30(41.1%)	34(48.6%)	64(44.8%)	X^2=7.206
Private	38(52.1%)	25(35.7%)	63(44.1%)	Df=4
Aided	3(4.1%)	9(12.9%)	12(8.4%)	.125>0.05
Municipality	1(1.4%)	2(2.9%)	3(2.1%)	Not
A D W	1(1.4%)	0	1(.7%)	Significant

Research hypothesis

There is a significant association between category of schools and high school and higher secondary school libraries

Null hypothesis

There is no significant association between category of schools and high school and higher secondary school libraries

Statistical test

Chi-square test was used for the above table

Findings

The table 5.3 reveals that there is no significant association between category of schools and high school and higher secondary school libraries. Hence, the calculated value is greater than table value (p>0.05). So the research hypothesis is rejected and the null hypothesis is accepted. It means that a sample has been observed that is plausible assuming the null is true. The conclusion is that the null is acceptable and not enough evidence is available to suggest the null is false.

Table 5.4

Library Size of High School and Higher Secondary Schools in Karur District

	High School Libraries						Higher Secondary School Libraries					
	Size of the School Library (In Square Feet)						Size of the School Library (In Square Feet)					
	Nil	**1 to 500 Square feet**	**501 to 1000 Square feet**	**1001 to 1500 Square feet**	**1501 Square feet & above**	**Total**	**Nil**	**1 to 500 Square feet**	**501 to 1000 Square feet**	**1001 to 1500 Square feet**	**1501 Square feet & above**	**Total**
Type of School												
Matriculation	0	20 (74.1%)	9 (81.8%)	0	0	29 (39.7%)	0	1 (6.7%)	7 (46.7%)	3 (100%)	2 (100%)	13 (18.6%)
CBSE	0	0	2 (18.2%)	1 (100%)	0	3 (4.1%)	0	0	0	0	0	0
State Board	34 (100%)	7 (25.9%)	0	0	0	41 (56.2%)	35 (100%)	14 (93.3%)	7 (46.7%)	0	0	56 (80%)
Others	0	0	0	0	0	0	0	0	1 (6.7%)	0	0	1 (1.4%)
School Category												
Government	30 (88.2%)	0	0	0	0	30 (41.1%)	34 (97.1%)	0	0	0	0	34 (48.6%)
Private	0	26 (96.3%)	11 (100%)	1 (100%)	0	38 (52.1%)	0	8 (53.3%)	12 (80%)	3 (100%)	2 (100%)	25 (35.7%)
Aided	2 (5.9%)	1 (3.7%)	0	0	0	3 (4.1%)	1 (2.9%)	5 (33.3%)	3 (20%)	0	0	9 (12.9%)
Municipality	1 (2.9%)	0	0	0	0	1 (1.4%)	0	2(13.3 %)	0	0	0	2(2.9%)
ADW	1 (2.9%)	0	0	0	0	1(1.4%)	0	0	0	0	0	0
Total	**34 (100%)**	**27 (100%)**	**11 (100%)**	**1 (100%)**	**0**	**73 (100%)**	**35 (100%)**	**15 (100%)**	**15 (100%)**	**3 (100%)**	**2 (100%)**	**70 (100%)**

Library Size of High Schools in Karur District

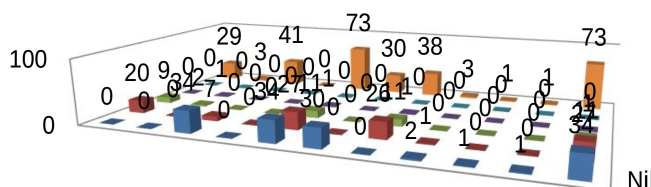
The table 5.4 shows that 88.2% of government schools, 5.9% of aided schools, 2.9% of municipality schools and 2.9% of ADW schools do not have a library in their libraries which belong to high school in Karur district. Hence, 74.1% of matriculation schools, 25.9% of state board schools, 96.3% of private schools, and 3.7% of aided schools possess a library with 1 to 500 square feet in their libraries which belong to high schools. However, 81.8% of matriculation schools, 18.2% of CBSE Schools have a library with 501 to 1000 square feet in their libraries which belong to high schools.

Library Size of Higher Secondary Schools in Karur District

It is understood from the table 5.4 that 97.1% of government schools, 2.9% of aided schools do not have a library in their libraries which belong to higher secondary school in Karur district. Hence, 6.7% of matriculation school, 93.3% of state board school, 53.3% of private school, 33.3% of aided school and 13.3% of municipality school libraries have a library with 1 to 500 square feet. However, 46.7% of Matriculation Schools and state board schools, 6.7% of ICSE Schools, 80% of private schools and 20% of aided school libraries have a library with 501 to 1000 square feet in their libraries which belong to higher secondary schools. However, 3 matriculation schools and private school libraries have a library with 1001 to 1500 square feet. Thus, 2 matriculation schools and private school libraries have a library with 1501 square feet and above in their libraries that belong to higher secondary schools in Karur district.

Figure 5.2

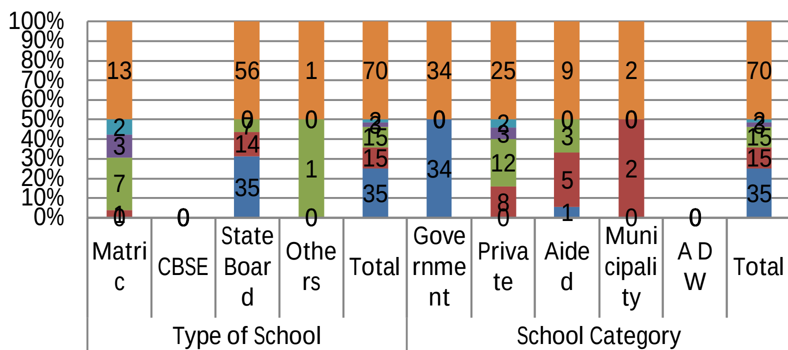
Status of Library Size of High School Libraries in Karur District



	Type of School					School Category					
	Matric	CBSE	State Board	Others	Total	Government	Private	Aided	Municipality	A D W	Total
Nil	0	0	34	0	34	30	0	2	1	1	34
1 to 500 Square Feet	20	0	7	0	27	0	26	1	0	0	27
501 to 1000 Square Feet	9	2	0	0	11	0	11	0	0	0	11
1001 to 1500 Square Feet	0	1	0	0	1	0	1	0	0	0	1
1501 Square Feet & above	0	0	0	0	0	0	0	0	0	0	0
Grand Total	29	3	41	0	73	30	38	3	1	1	73

Figure 5.3

Library Size of Higher Secondary School Libraries in Karur District



	Type of School					School Category					
	Matric	CBSE	State Board	Others	Total	Government	Private	Aided	Municipality	A D W	Total
Grand Total	13	0	56	1	70	34	25	9	2	0	70
1501 Square Feet & above	2	0	0	0	2	0	2	0	0	0	2
1001 to 1500 Square Feet	3	0	0	0	3	0	3	0	0	0	3
501 to 1000 Square Feet	7	0	7	1	15	0	12	3	0	0	15
1 to 500 Square Feet	1	0	14	0	15	0	8	5	2	0	15
Nil	0	0	35	0	35	34	0	1	0	0	35

Table 5.5

Status of Library Racks in High School and Higher Secondary School Libraries in Karur District

	High School Libraries					Higher Secondary School Libraries				
	Number of Racks available in School Library					Number of Racks available in School Library				
	1 to 5 Racks	**6 to 10 Racks**	**11 to 20 Racks**	**21 Racks & above**	**Total**	**1 to 5 Racks**	**6 to 10 Racks**	**11 to 20 Racks**	**21 Racks & above**	**Total**
Type of School										
Matriculation	19 (33.3%)	5 (62.5%)	5 (71.4%)	0	29 (39.7%)	0	3 (27.3%)	7 (50%)	3 (100%)	13 (18.6%)
CBSE	0	0	2 (28.6%)	1 (100%)	3 (4.1%)	0	0	0	0	0
State Board	38 (66.7%)	3 (37.5%)	0	0	41 (56.2%)	42 (100%)	8 (72.7%)	6 (42.9%)	0	56 (80%)
Others	0	0	0	0	0	0	0	1 (7.1%)	0	1 (1.4%)
School Category										
Government	30 (52.6%)	0	0	0	30 (41.1%)	34 (81%)	0.	0	0	34 (48.6%)
Private	22 (38.6%)	8 (100%)	7 (100%)	1 (100%)	38 (52.1%)	4 (9.5%)	7 (63.6%)	11 (78.6%)	3 (100%)	25 (35.7%)
Aided	3 (5.3%)	0	0	0	3 (4.1%)	3 (7.1%)	3 (27.3%)	3 (21.4%)	0	9 (12.9%)
Municipality	1 (1.8%)	0	0	0	1 (1.4%)	1 (2.4%)	1 (9.1%)	0	0	2 (2.9%)
ADW	1 (1.8%)	0	0	0	1 (1.4%)	0	0	0	0	0
Total	**57 (100%)**	**8 (100%)**	**7 (100%)**	**1 (100%)**	**73 (100%)**	**42 (100%)**	**11 (100%)**	**14 (100%)**	**3 (100%)**	**70 (100%)**

Racks in High School Libraries

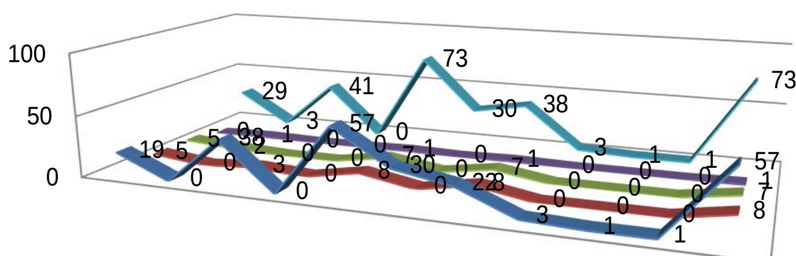
It is understood from the table 5.5 that 33.3% of matriculation schools, 66.7% of state board schools, 52.6% of government schools, 38.6% of private schools, 5.3% of aided schools, 1.8% of municipality schools and 1.8% of ADW school libraries possess 1 to 5 Racks in their libraries that belong to high schools. Hence, 62.5% of matriculation schools, 37.5% of state board school libraries possess 6 to 10 Racks in their libraries which belong to high school in Karur district. However, 71.4% of matriculation schools, 28.6% of CBSE School libraries possess 11 to 20 racks in their libraries which belong to high schools. Thus, only one CBSE and private school library has more than 21 racks in their libraries which belong to high schools in Karur district.

Racks in Higher Secondary School Libraries

It is clear from the table 5.5 that 42 state board schools, 81% of government schools, 9.5% of private schools, 7.1% of aided schools, 2.4% of municipality school libraries possess 1 to 5 racks in their libraries which belong to higher secondary schools. Thus, 27.3% of matriculation schools, 72.7% of state board schools, 63.6% of private schools, 27.3% of aided schools and 9.1% of municipality school libraries possess 6 to 10 racks in their libraries which belong to higher secondary schools. Hence, 50% of matriculation schools, 42.9% of state board schools, 7.1% of ICSE Schools, 78.6% of private schools, 21.4% of aided school libraries have 11 to 20 racks in their libraries which belong to higher secondary schools. Thus, 3 matriculation and private school libraries possess more than 21 racks in their libraries that belong to higher secondary schools in Karur district.

Figure 5.4

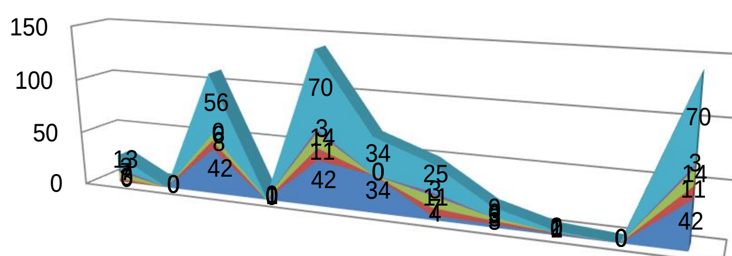
Status of availability of Library Racks in High School Libraries in Karur District



	Type of School					School Category					
	Matric	CBSE	State Board	Others	Total	Gover nment	Privat e	Aided	Munici pality	A D W	Total
1 to 5 Racks	19	0	38	0	57	30	22	3	1	1	57
6 to 10 Racks	5	0	3	0	8	0	8	0	0	0	8
11 to 20 Racks	5	2	0	0	7	0	7	0	0	0	7
21 Racks & above	0	1	0	0	1	0	1	0	0	0	1
Grand Total	29	3	41	0	73	30	38	3	1	1	73

Figure 5.5

Status of availability of Library Racks in Higher Secondary School Libraries in Karur District



	Type of School					School Category					
	Matric	CBSE	State Board	Others	Total	Gover nment	Privat e	Aided	Munici pality	A D W	Total
Grand Total	13	0	56	1	70	34	25	9	2	0	70
21 Racks & above	3	0	0	0	3	0	3	0	0	0	3
11 to 20 Racks	7	0	6	1	14	0	11	3	0	0	14
6 to 10 Racks	3	0	8	0	11	0	7	3	1	0	11
1 to 5 Racks	0	0	42	0	42	34	4	3	1	0	42

Table 5.6

Status of Reading Tables in High School and Higher Secondary School Libraries in Karur District

	High School Libraries				Higher Secondary School Libraries			
	Number of Reading Tables available in School Library				Number of Reading Tables available in School Library			
	1 to 5 tables	**6 to 10 tables**	**11 to 20 tables**	**Total**	**1 to 5 tables**	**6 to 10 tables**	**11 to 20 tables**	**Total**
Type of School								
Matriculation	24 (36.9%)	5 (83.3%)	0	29 (39.7%)	4 (7.4%)	5 (55.6%)	4 (57.1%)	13 (18.6%)
CBSE	0	1 (16.7%)	2 (100%)	3 (4.1%)	0	0	0	0
State Board	41 (63.1%)	0	0	41 (56.2%)	50 (92.6%)	4 (44.4%)	2 (28.6%)	56 (80%)
Others	0	0	0	0	0	0	1 (14.3%)	1 (1.4%)
School Category								
Government	30 (46.2%)	0	0	30 (41.1%)	34 (63%)	0	0	34 (48.6%)
Private	30 (46.2%)	6 (100%)	2 (100%)	38 (52.1%)	12 (22.2%)	7 (77.8%)	6 (85.7%)	25 (35.7%)
Aided	3 (4.6%)	0	0	3 (4.1%)	6 (11.1%)	2 (22.2%)	1 (14.3%)	9 (12.9%)
Municipality	1 (1.5%)	0	0	1 (1.4%)	2 (3.7%)	0	0	2 (2.9%)
ADW	1 (1.5%)	0	0	1 (1.4%)	0	0	0	0
Total	**65 (100%)**	**6 (100%)**	**2 (100%)**	**73 (100%)**	**54 (100%)**	**9 (100%)**	**7 (100%)**	**70 (100%)**

Reading Tables in High School Libraries

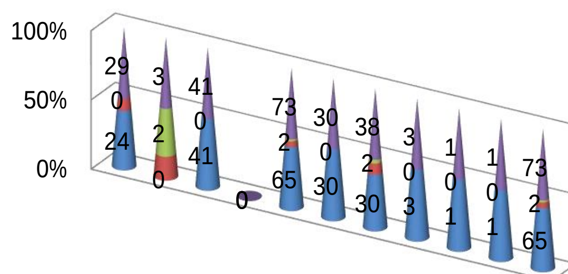
The table 5.6 shows that 36.9% of matriculation schools, 63.1% of state board schools, 46.2% of government and private schools, 4.6% of aided schools 1.5% of municipality schools and 1.5% of ADW school libraries possess 1 to 5 reading tables in their libraries that belong to high schools. However, 83.3% of matriculation schools, 16.7% of CBSE Schools and 6 private school libraries have 6 to 10 reading tables in their libraries that belong to high schools. Hence, 2 CBSE Schools and 2 private school libraries possess more than 11 to 20 reading tables in their libraries which belong to high schools in Karur district.

Reading Tables in Higher Secondary School Libraries

It can be realized from the table 5.6 that 7.4% of matriculation schools, 92.6% of state board schools, 63% of government schools, 22.2% of private schools, 11.1% of aided schools and 3.7% of municipality school libraries possess 1 to 5 reading tables in their libraries which belong to higher secondary schools. However, 55.6% of matriculation schools, 44.4% of state board schools, 77.8% of private schools and 22.2% of aided school libraries possess 6 to 10 reading tables in their libraries that belong to higher secondary schools. Thus, 57.1% of matriculation schools, 28.6% of state board schools, 14.3% of ICSE Schools, 85.7% of private schools and 14.3% of aided school libraries possess 11 to 20 reading tables in their libraries which belong to higher secondary schools in Karur district.

Figure 5.6

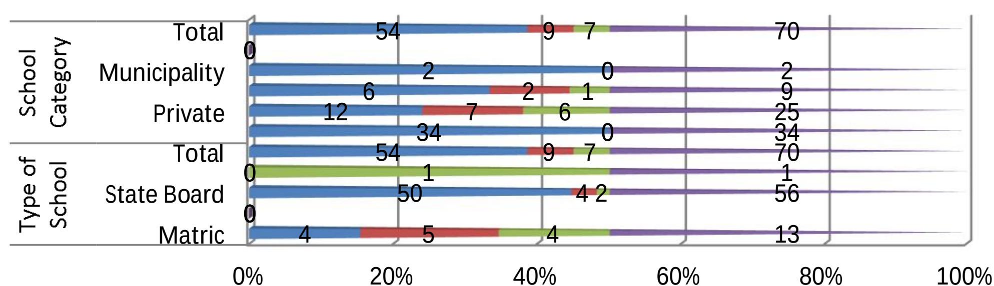
Status of availability of Reading Tables in High School Libraries in Karur District



	Type of School					School Category					
	Matric	CBSE	State Board	Others	Total	Government	Private	Aided	Municipality	A D W	Total
Grand Total	29	3	41	0	73	30	38	3	1	1	73
11 to 20 Tables	0	2	0	0	2	0	2	0	0	0	2
6 to 10 Tables	5	1	0	0	6	0	6	0	0	0	6
1 to 5 Tables	24	0	41	0	65	30	30	3	1	1	65

Figure 5.7

Status of availability of Reading Tables in Higher Secondary School Libraries in Karur District



	Type of School					School Category					
	Matric	CBSE	State Board	Others	Total	Government	Private	Aided	Municipality	A D W	Total
1 to 5 Tables	4	0	50	0	54	34	12	6	2	0	54
6 to 10 Tables	5	0	4	0	9	0	7	2	0	0	9
11 to 20 Tables	4	0	2	1	7	0	6	1	0	0	7
Grand Total	13	0	56	1	70	34	25	9	2	0	70

Table 5.7

Status of Chairs in High School and Higher Secondary School Libraries in Karur District

	High School Libraries						Higher Secondary School Libraries					
	Number of Chairs available in School Library						Number of Chairs available in School Library					
	1 to 10 chairs	**11 to 20 chairs**	**21 to 30 chairs**	**31 to 40 chairs**	**41 chairs & above**	**Total**	**1 to 10 chairs**	**11 to 20 chairs**	**21 to 30 chairs**	**31 to 40 chairs**	**41 chairs & above**	**Total**
Type of School												
Matriculation	13 (26.5%)	11 (68.8%)	3 (100%)	2 (66.7%)	0	29 (39.7%)	0	4 (15.4%)	3 (60%)	2 (50%)	4 (57.1%)	13 (18.6%)
CBSE	0	0	0	1 (33.3%)	2 (100%)	3 (4.1%)	0	0	0	0	0	0
State Board	36 (73.5%)	5 (31.3%)	0	0	0	41 (56.2%)	28 (100%)	22 (84.6%)	2 (40%)	2 (50%)	2 (28.6%)	56 (80%)
Others	0	0	0	0	0	0	0	0	0	0	1 (14.3%)	1 (1.4%)
School Category												
Government	27 (55.1%)	3 (18.8%)	0	0	0	30 (41.1%)	26 (92.9%)	8 (30.8%)	0	0	0	34 (48.6%)
Private	18 (36.7%)	12 (75%)	3 (100%)	3 (100%)	2 (100%)	38 (52.1%)	1 (3.6%)	11 (42.3%)	4 (80%)	3 (75%)	6 (85.7%)	25 (35.7%)
Aided	2 (4.1%)	1 (6.3%)	0	0	0	3 (4.1%)	1 (3.6%)	5 (19.2%)	1 (20%)	1 (25%)	1 (14.3%)	9 (12.9%)
Municipality	1 (2%)	0	0	0	0	1 (1.4%)	0	2 (7.7%)	0	0	0	2 (2.9%)
ADW	1 (2%)	0	0	0	0	1 (1.4%)	0	0	0	0	0	0
Total	**49 (100%)**	**16 (100%)**	**3 (100%)**	**3 (100%)**	**2 (100%)**	**73 (100%)**	**28 (100%)**	**26 (100%)**	**5 (100%)**	**4 (100%)**	**7 (100%)**	**70 (100%)**

Chairs in High School Libraries

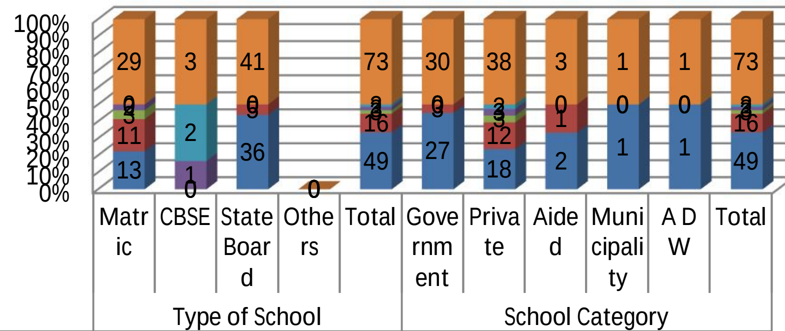
The table 5.7 reveals that 26.5% of matriculation schools, 73.5% of state board schools, 55.1% of government schools, 36.7% of private schools, 4.1% of aided schools, 2% of municipality schools and 2% of ADW School libraries possess 1 to 10 chairs in their libraries that belong to high schools. However, 68.8% of matriculation schools, 31.3% of state board schools, 18.8% of government schools, 75% of private schools and 6.3% of aided school libraries possess 11 to 20 chairs in their libraries which belong to high schools. Hence, 3 matriculation and private school libraries have 21 to 30 chairs in their libraries that belong to high schools. Thus, 66.7% of matriculation schools, 33.3% of CBSE Schools possess 31 to 40 chairs in their libraries which belong to high schools. However, 2 CBSE and private school libraries possess more than 41 chairs in their libraries which belong to high school libraries in Karur district.

Chairs in Higher Secondary School Libraries

The table 5.7 shows that 92.9% of government schools, 3.6% of private schools and 3.6% of aided school libraries possess 1 to 10 chairs in their libraries which belong to higher secondary schools. However, 15.4% of matriculation schools, 84.6% of state board schools, 30.8% of government schools, 42.3% of private schools, 19.2% of aided schools and 7.7% of municipality school libraries have 11 to 20 chairs in their libraries that belong to higher secondary school libraries. Thus, 60% of matriculation schools, 40% of state board schools, 80% of private schools and 20% of aided school libraries possess 21 to 30 chairs in their libraries that belong to higher secondary schools. Hence, 50% of matriculation schools and state board schools, 75% of private schools and 25% of aided school libraries have 31 to 40 chairs in their libraries which belong to higher secondary school libraries. Thus, 57.1% of matriculation schools, 28.6% of state board schools, 14.3% of ICSE Schools, 85.7% of private schools and 14.3% of aided school libraries possess more than 41 chairs in their libraries which belong to higher secondary school libraries in Karur district.

Figure 5.8

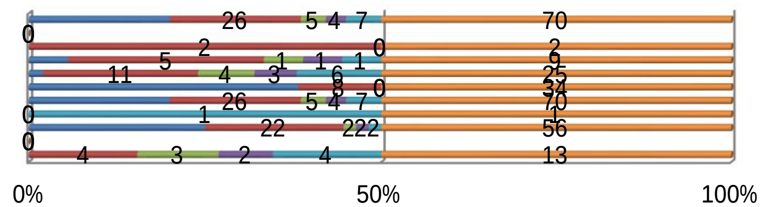
Status of availability of Chairs in High School Libraries in Karur District



	Type of School					School Category					
	Matric	CBSE	State Board	Others	Total	Government	Private	Aided	Municipality	A D W	Total
Grand Total	29	3	41	0	73	30	38	3	1	1	73
41 Chairs & above	0	2	0	0	2	0	2	0	0	0	2
31 to 40 Chairs	2	1	0	0	3	0	3	0	0	0	3
21 to 30 Chairs	3	0	0	0	3	0	3	0	0	0	3
11 to 20 Chairs	11	0	5	0	16	3	12	1	0	0	16
1 to 10 Chairs	13	0	36	0	49	27	18	2	1	1	49

Figure 5.9

Status of availability of Chairs in Higher Secondary School Libraries in Karur District



	Type of School					School Category					
	Matric	CBSE	State Board	Others	Total	Government	Private	Aided	Municipality	A D W	Total
1 to 10 Chairs	0	0	28	0	28	26	1	1	0	0	28
11 to 20 Chairs	4	0	22	0	26	8	11	5	2	0	26
21 to 30 Chairs	3	0	2	0	5	0	4	1	0	0	5
31 to 40 Chairs	2	0	2	0	4	0	3	1	0	0	4
41 Chairs & above	4	0	2	1	7	0	6	1	0	0	7
Grand Total	13	0	56	1	70	34	25	9	2	0	70

Table 5.8

Status of Magazine Stands in High School and Higher Secondary School Libraries in Karur District

	High School Libraries					Higher Secondary School Libraries				
	Number of Magazine Stands available in School Library					Number of Magazine Stands available in School Library				
	1 to 10 Stands	**11 to 20 Stands**	**21 to 30 Stands**	**31 Stands & above**	**Total**	**1 to 10 Stands**	**11 to 20 Stands**	**21 to 30 Stands**	**31 Stands & above**	**Total**
Type of School										
Matriculation	17 (31.5%)	11 (73.3%)	1 (33.3%)	0	29 (39.7%)	0	7 (23.3%)	3 (50%)	3 (75%)	13 (18.6%)
CBSE	0	0	2 (66.7%)	1 (100%)	3 (4.1%)	0	0	0	0	0
State Board	37 (68.5%)	4 (26.7%)	0	0	41 (56.2%)	30 (100%)	23 (76.7%)	3 (50%)	0	56 (80%)
Others	0	0	0	0	0	0	0	0	1 (25%)	1 (1.4%)
School Category										
Government	27 (50%)	3 (20%)	0	0	30 (41.1%)	23 (76.7%)	11 (36.7%)	0	0	34 (48.6%)
Private	23 (42.6%)	11 (73.3%)	3 (100%)	1 (100%)	38 (52.1%)	6 (20%)	11 (36.7%)	4 (66.7%)	4 (100%)	25 (35.7%)
Aided	2 (3.7%)	1 (6.7%)	0	0	3 (4.1%)	1 (3.3%)	7 (23.3%)	1 (16.7%)	0	9 (12.9%)
Municipality	1 (1.9%)	0	0	0	1 (1.4%)	0	1 (3.3%)	1 (16.7%)	0	2 (2.9%)
ADW	1 (1.9%)	0	0	0	1 (1.4%)	0	0	0	0	0
Total	**54 (100%)**	**15 (100%)**	**3 (100%)**	**1 (100%)**	**73 (100%)**	**30 (100%)**	**30 (100%)**	**6 (100%)**	**4 (100%)**	**70 (100%)**

Magazine Stands in High School Libraries

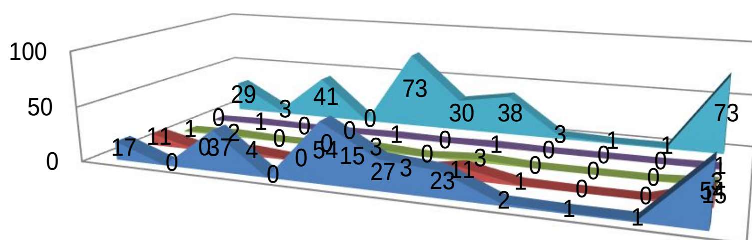
It is understood from the table 5.8 that 31.5% of matriculation schools, 68.5% of state board schools, 50% of government schools, 42.6% of private schools, 3.7% of aided schools, 1.9% of municipality schools and 1.9% of ADW School libraries possess 1 to 10 magazine stands in their libraries which belong to high schools. However, 73.3% of matriculation schools, 26.7% of state board schools, 20% of government schools, 73.3% of private schools and 6.7% of aided schools possess 11 to 20 magazine stands in their libraries that belong to high schools. Hence, 33.3% of matriculation schools, 66.7% of CBSE School libraries possess 21 to 30 magazine stands in their libraries that belong to high school libraries. Thus, 1 CBSE School and Private school library has more than 31 magazine stands in their libraries that belong to high schools.

Magazine Stands in Higher Secondary School Libraries

It is revealed from the table 5.8 that 76.7% of government schools, 20% of private schools, 3.3% of aided school libraries possess 1 to 10 magazine stands in their libraries that belong to higher secondary schools. Hence, 23.3% of matriculation schools, 76.7% of state board schools, 36.7% of government and private schools, 23.3% of aided schools and 3.3% of municipality school libraries have 11 to 20 magazine stands in their libraries that belong to higher secondary schools. Hence, 50% of matriculation schools, state board schools, 66.7% of private schools, 16.7% of aided schools and municipality school libraries have 21 to 30 magazine stands in their libraries which belong to higher secondary school libraries. Thus, 75% of matriculation schools, 25% of ICSE Schools and 4 private school libraries possess more than 31 magazine stands in their libraries which belong to higher secondary schools in Karur district.

Figure 5.10

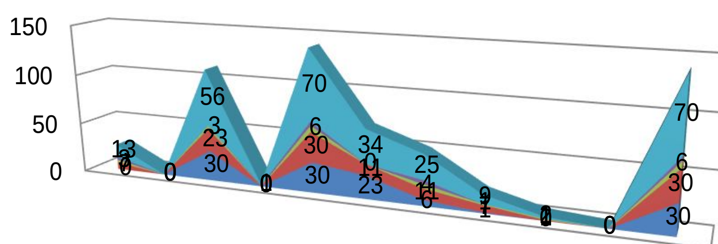
Status of availability of Magazine Stands in High School Libraries in Karur District



	Type of School					School Category					
	Matric	CBSE	State Board	Others	Total	Government	Private	Aided	Municipality	A D W	Total
1 to 10 Stands	17	0	37	0	54	27	23	2	1	1	54
11 to 20 Stands	11	0	4	0	15	3	11	1	0	0	15
21 to 30 Stands	1	2	0	0	3	0	3	0	0	0	3
31 Stands & above	0	1	0	0	1	0	1	0	0	0	1
Grand Total	29	3	41	0	73	30	38	3	1	1	73

Figure 5.11

Status of availability of Magazine Stands in Higher Secondary School Libraries in Karur District



	Type of School					School Category					
	Matric	CBSE	State Board	Others	Total	Government	Private	Aided	Municipality	A D W	Total
Grand Total	13	0	56	1	70	34	25	9	2	0	70
31 Stands & above	3	0	0	1	4	0	4	0	0	0	4
21 to 30 Stands	3	0	3	0	6	0	4	1	1	0	6
11 to 20 Stands	7	0	23	0	30	11	11	7	1	0	30
1 to 10 Stands	0	0	30	0	30	23	6	1	0	0	30

Table 5.9

T – Test applied to know Physical Infrastructure of High School and Higher Secondary School Libraries

School Level	Mean	S.D	Statistical inference
Size of the Library (In Square Feet)			
High School (n=73)	234.93	292.030	T=-1.480 Df=141 .141>0.05 Not Significant
Higher Secondary School (n=70)	322.86	410.691	
Number of Racks available in Library			
High School (n=73)	4.59	4.268	T=-2.768 Df=141 .006<0.05 Significant
Higher Secondary School (n=70)	7.19	6.727	
Number of Reading Tables available in Library			
High School (n=73)	2.84	3.109	T=-2.103 Df=141 .037<0.05 Significant
Higher Secondary School (n=70)	4.07	3.891	
Number of Chairs available in Library			
High School (n=73)	11.81	12.253	T=-2.273 Df=141 .025<0.05 Significant
Higher Secondary School (n=70)	17.06	15.253	
Number of Magazine Stands available in Library			
High School (n=73)	10.12	5.932	T=-3.557 Df=141 .001<0.05 Significant
Higher Secondary School (n=70)	14.36	8.170	

Hypotheses

There is a significant difference between high school and higher secondary schools and the number of racks available in library

There is a significant difference between high school and higher secondary schools and the number of reading tables available in library

There is a significant difference between high school and higher secondary schools and the number of chairs available in library

There is a significant difference between high school and higher secondary schools and the number of magazine stands available in library

Statistical Test

't' test was used for the above table

Findings

The table 5.9 reveals that there is a significant difference between high school and higher secondary schools and number of racks available in library, number of reading tables available in library, number of chairs available in library and number of magazine stands available in library. However, the calculated value is less than table value ($p<0.05$). Hence, the null hypothesis is rejected and the research hypothesis is accepted. It means that a sample that has been observed that disagrees with the null hypothesis enough to allow to conclude it is false and the alternate hypothesis is true.

Hypothesis

There is no significant difference between high school and higher secondary schools and the size of the library (in square feet)

Findings

The table 5.9 reveals that there is no significant difference between high school and higher secondary schools and the size of the library (in square feet). However, the calculated value is greater than table value ($p>0.05$). Hence, the research hypothesis is rejected and the null hypothesis is accepted. It means that a sample has been observed that is plausible assuming the null is true. The conclusion is that the null is acceptable and not enough evidence is available to suggest the null is false.

Table 5.10

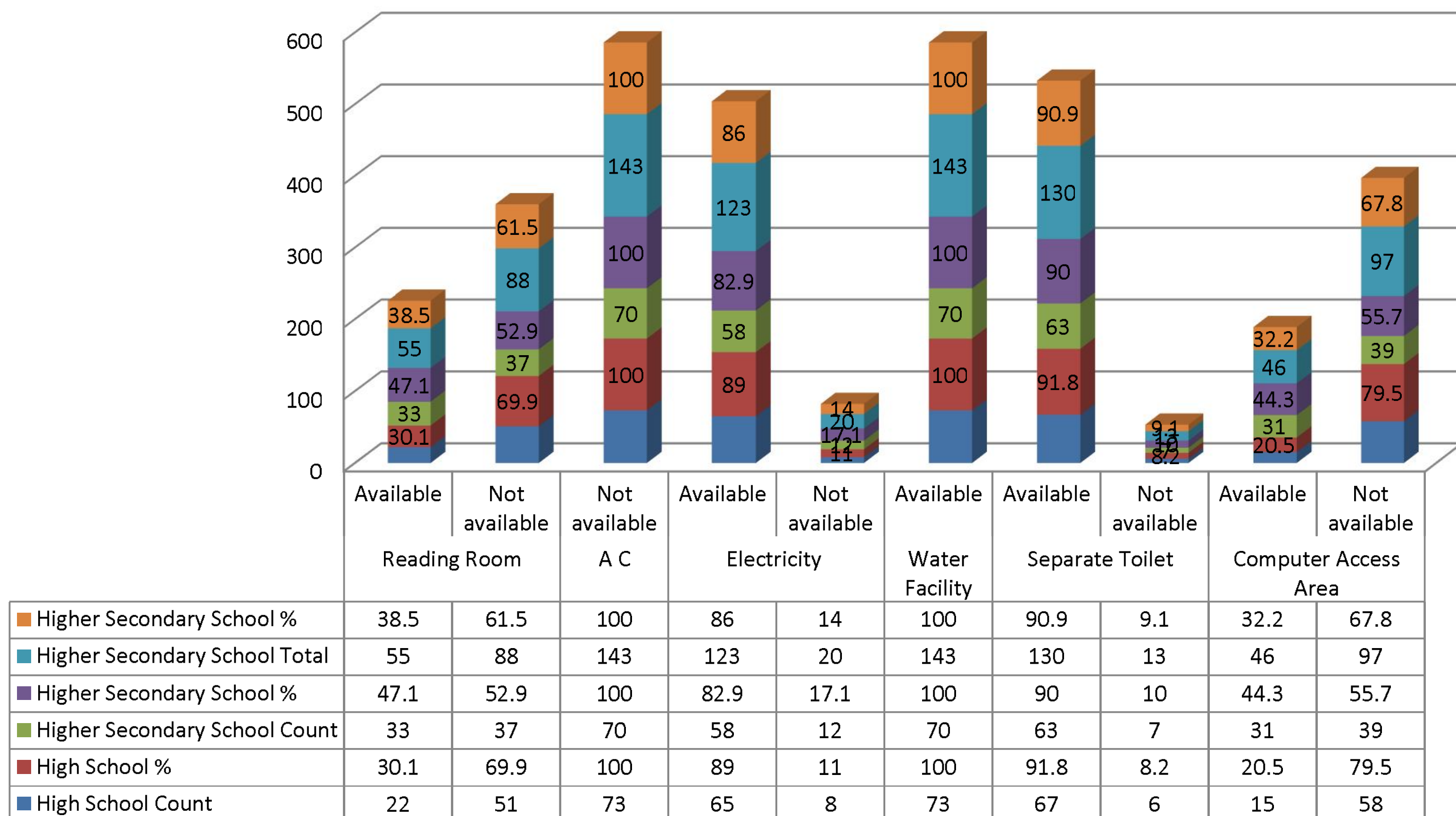
Facilities in High School and Higher Secondary School Libraries in Karur District

Facilities	Availability	High School		Higher Secondary School		Total	%
		Count	%	Count	%		
Reading Room	Available	22	30.1%	33	47.1%	55	38.5%
	Not available	51	69.9%	37	52.9%	88	61.5%
AC (Air Conditioned)	Not available	73	100.0%	70	100.0%	143	100.0%
Electricity Facility	Available	65	89.0%	58	82.9%	123	86.0%
	Not available	8	11.0%	12	17.1%	20	14.0%
Water Facility	Available	73	100.0%	70	100.0%	143	100.0%
Separate Toilet Facility	Available	67	91.8%	63	90.0%	130	90.9%
	Not available	6	8.2%	7	10.0%	13	9.1%
Computer Access Area	Available	15	20.5%	31	44.3%	46	32.2%
	Not available	58	79.5%	39	55.7%	97	67.8%

From the table 5.10, It is evident that 30.01% of High Schools have reading room and 47.1% of Higher Secondary Schools have reading room in their Library in Karur District, 89.0% of High Schools and 82.9% of Higher Secondary Schools have Electricity Facility in their Library in Karur District, 100% of High Schools and Higher Secondary Schools have Water Facility in their Library in Karur District, 91.8% of High School Libraries and 90.0% of Higher Secondary School Libraries have Toilet Facility in Karur District, 20.5% of High School Libraries and 44.3% of Higher Secondary School Libraries have Computer Access Area in Karur District.

Figure 5.12

Status of Facilities in High School and Higher Secondary School Libraries in Karur District



	Reading Room – Available	Reading Room – Not available	A C – Not available	Electricity – Available	Electricity – Not available	Water Facility – Available	Separate Toilet – Available	Separate Toilet – Not available	Computer Access Area – Available	Computer Access Area – Not available
Higher Secondary School %	38.5	61.5	100	86	14	100	90.9	9.1	32.2	67.8
Higher Secondary School Total	55	88	143	123	20	143	130	13	46	97
Higher Secondary School %	47.1	52.9	100	82.9	17.1	100	90	10	44.3	55.7
Higher Secondary School Count	33	37	70	58	12	70	63	7	31	39
High School %	30.1	69.9	100	89	11	100	91.8	8.2	20.5	79.5
High School Count	22	51	73	65	8	73	67	6	15	58

Table 5.11

Chi Square Test applied to know Facilities in High School and Higher Secondary School Libraries in Karur District

Facilities	High School *(n=73)*	Higher Secondary School *(n=70)*	Total *(n=143)*	Statistical inference
Reading Room				
Available	22(30.1%)	33(47.1%)	55(38.5%)	X^2=4.366 Df=1 .037<0.05 Significant
Not available	51(69.9%)	37(52.9%)	88(61.5%)	
AC (Air Conditioned)				
Not available	73(100%)	70(100%)	143(100%)	-
Electricity Facility				
Available	65(89%)	58(82.9%)	123(86%)	X^2=1.136 Df=1 .287>0.05 Not Significant
Not available	8(11%)	12(17.1%)	20(14%)	
Water Facility				
Available	73(100%)	70(100%)	143(100%)	-
Separate Toilet Facility				
Available	67(91.8%)	63(90%)	130(90.9%)	X^2=.137 Df=1 .711>0.05 Not Significant
Not available	6(8.2%)	7(10%)	13(9.1%)	
Computer Access Area				
Available	15(20.5%)	31(44.3%)	46(32.2%)	X^2=9.228 Df=1 .002<0.05 Significant
Not available	58(79.5%)	39(55.7%)	97(67.8%)	

Hypotheses

There is a significant association between high school and higher secondary schools and the reading room

There is a significant association between high school and higher secondary schools and the computer access area

Statistical test

Chi-Square test was used for the above table

Findings

The table 5.11 reveals that there is a significant association between high school and higher secondary schools and the reading room and computer access area. However, the calculated value is less than table value ($p<0.05$). Hence, the research hypothesis is accepted and the null hypothesis is rejected. It means that a sample that has been observed that disagrees with the null hypothesis enough to allow to conclude it is false and the alternate hypothesis is true.

Hypothesis

There is no significant association between high school and higher secondary school libraries and the electricity facility

There is no significant association between high school and higher secondary school libraries and the separate toilet facility

Findings

The table 5.11 reveals that there is no significant association between high school and higher secondary schools and the electricity Facility and separate toilet facility. However, the calculated value is greater than table value ($p>0.05$). Hence, the research hypothesis is rejected and the null hypothesis is accepted. It means that a sample has been observed that is plausible assuming the null is true. The conclusion is that the null is acceptable and not enough evidence is available to suggest the null is false.

Table 5.12

Status of availability of books in High School and Higher Secondary School Libraries in Karur District

	High School					Higher Secondary School				
	Number of Books available in Library					Number of Books available in Library				
	1 to 1000 books	**1001 to 3000 books**	**3001 to 5000 books**	**5001 books & above**	**Total**	**1 to 1000 books**	**1001 to 3000 books**	**3001 to 5000 books**	**5001 books & above**	**Total**
Type of School										
Matriculation l	12 (23.5%)	12 (85.7%)	5 (71.4%)	0	29 (39.7%)	0	4 (22.2%)	5 (50%)	4 (80%)	13 (18.6%)
CBSE	0	0	2 (28.6%)	1 (100%)	3 (4.1%)	0	0	0	0	0
State Board	39 (76.5%)	2 (14.3%)	0	0	41 (56.2%)	37 (100%)	14 (77.8%)	5 (50%)	0	56 (80%)
Others	0	0	0	0	0	0	0	0	1 (20%)	1 (1.4%)
School Category										
Government	30 (58.8%)	0	0	0	30 (41.1%)	34 (91.9%)	0	0	0	34 (48.6%)
Private	17 (33.3%)	13 (92.9%)	7 (100%)	1 (100%)	38 (52.1%)	1 (2.7%)	12 (66.7%)	7 (70%)	5 (100%)	25 (35.7%)
Aided	2 (3.9%)	1 (7.1%)	0	0	3 (4.1%)	2 (5.4%)	4 (22.2%)	3 (30%)	0	9 (12.9%)
Municipality	1 (2%)	0	0	0	1 (1.4%)	0	2 (11.1%)	0	0	2 (2.9%)
ADW	1 (2%)	0	0	0	1 (1.4%)	0	0	0	0	0
Total	**51 (100%)**	**14 (100%)**	**7 (100%)**	**1 (100%)**	**73 (100%)**	**37 (100%)**	**18 (100%)**	**10 (100%)**	**5 (100%)**	**70 (100%)**

Books in High School Libraries

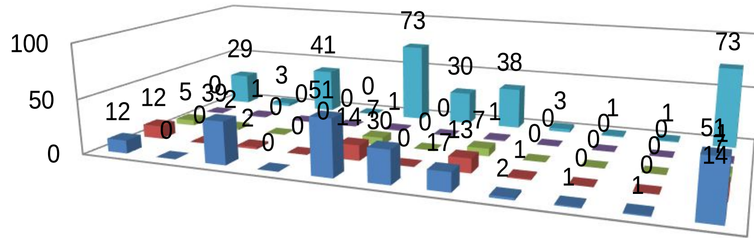
It is inferred from the table 5.12 that 23.5% of matriculation schools, 76.5% of state board schools, 58.8% of government schools, 33.3% of private schools, 3.9% of aided schools and 1% of ADW school libraries have books with 1 to 1000 books in their libraries which belong to high schools in Karur district. Hence, 85.7% of matriculation schools, 14.3% of state board schools, 92.9% of private schools, 7.1% of aided school libraries have books with 1001 to 3000 books in their libraries which belong to high schools. However, 71.4% of matriculation schools, 28.6% of CBSE schools and 7 private schools have books with 3001 to 5000 books in their libraries which belong to high schools. Only one CBSE school has more than 5001 books in the library that belongs to high school in Karur district.

Books in Higher Secondary School Libraries

It is inferred from the table 5.12 that 37 state board schools, 91.9% of government schools, 2.7% of private schools, 5.4% of aided school libraries have books with 1 to 1000 books in their libraries which belong to higher secondary schools in Karur district. Hence, 22.2% of matriculation schools, 77.8% of state board schools, 66.7% of private schools, 22.2% of aided schools and 11.1% of municipality school libraries have books with 1001 to 3000 books in their libraries which belong to higher secondary schools. However, 50% of matriculation schools, 50% of state board schools and 70% of private schools and 30% of aided school libraries have books with 3001 to 5000 books in their libraries which belong to higher secondary schools. Thus, 80% of matriculation schools and 20% of ICSE Schools and 5 private school libraries have books more than 5001 books in their library that belong to higher secondary school in Karur district.

Figure 5.13

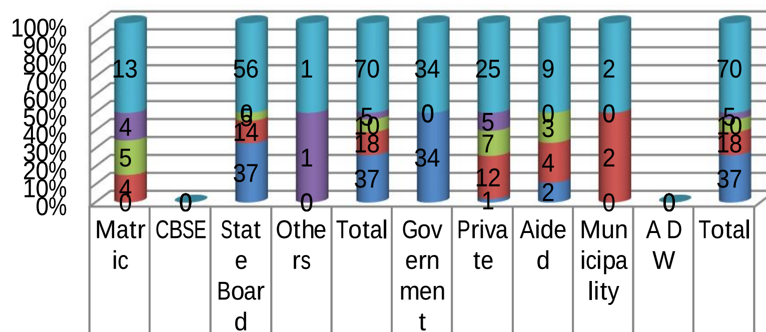
Status of Library Books in High School Libraries in Karur District



	Type of School					School Category					
	Matric	CBSE	State Board	Others	Total	Government	Private	Aided	Municipality	A D W	Total
1 to 1000 books	12	0	39	0	51	30	17	2	1	1	51
1001 to 3000 books	12	0	2	0	14	0	13	1	0	0	14
3001 to 5000 books	5	2	0	0	7	0	7	0	0	0	7
5001 books & above	0	1	0	0	1	0	1	0	0	0	1
Grand Total	29	3	41	0	73	30	38	3	1	1	73

Figure 5.14

Status of Library Books in Higher Secondary School Libraries in Karur District



	Type of School					School Category					
	Matric	CBSE	State Board	Others	Total	Government	Private	Aided	Municipality	A D W	Total
Grand Total	13	0	56	1	70	34	25	9	2	0	70
5001 books & above	4	0	0	1	5	0	5	0	0	0	5
3001 to 5000 books	5	0	5	0	10	0	7	3	0	0	10
1001 to 3000 books	4	0	14	0	18	0	12	4	2	0	18
1 to 1000 books	0	0	37	0	37	34	1	2	0	0	37

Table 5.13

Status of availability of Non-book materials in High School and Higher Secondary School Libraries in Karur District

	High School					**Higher Secondary School**				
	Number of Non-Book Materials available in Library					**Number of Non-Book Materials available in Library**				
	1 to 100 non books	**101 to 300 non books**	**301 to 400 non books**	**401 non books & above**	**Total**	**1 to 100 non books**	**101 to 300 non books**	**301 to 400 non books**	**401 non books & above**	**Total**
Type of School										
Matriculation	18 (30.5%)	9 (100%)	0	2 (66.7%)	29 (39.7%)	0	6 (40%)	3 (75%)	4 (100%)	13 (18.6%)
CBSE	0	0	2 (100%)	1 (33.3%)	3 (4.1%)	0	0	0	0	0
State Board	41 (69.5%)	0	0	0	41 (56.2%)	47 (100%)	8 (53.3%)	1 (25%)	0	56 (80%)
Others	0	0	0	0	0	0	1 (6.7%)	0	0	1 (1.4%)
School Category										
Government	30 (50.8%)	0	0	0	30 (41.1%)	34 (72.3%)	0	0	0	34 (48.6%)
Private	24 (40.7%)	9 (100%)	2 (100%)	3 (100%)	38 (52.1%)	6 (12.8%)	11 (73.3%)	4 (100%)	4 (100%)	25 (35.7%)
Aided	3 (5.1%)	0	0	0	3 (4.1%)	5 (10.6%)	4 (26.7%)	0	0	9 (12.9%)
Municipality	1 (1.7%)	0	0	0	1 (1.4%)	2 (4.3%)	0	0	0	2 (2.9%)
ADW	1 (1.7%)	0	0	0	1 (1.4%)	0	0	0	0	0
Total	**59 (100%)**	**9 (100%)**	**2 (100%)**	**3 (100%)**	**73 (100%)**	**47 (100%)**	**15 (100%)**	**4 (100%)**	**4 (100%)**	**70 (100%)**

Non Book Materials in High School Libraries

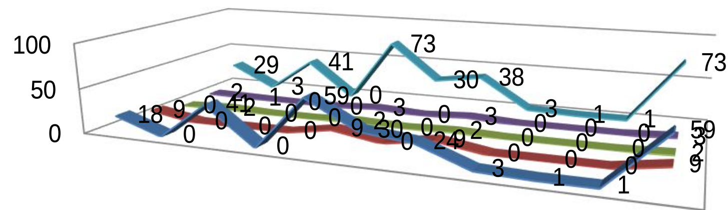
It is inferred from the table 5.13 that 30.5% of matriculation schools, 69.5% of state board schools, 50.8% of government schools, 40.7% of private schools, 5.1% of aided schools, 1.7% of municipality schools and 1.7% of ADW School libraries have non-book materials with 1 to 100 in their libraries which belong to high schools in Karur district. Hence, 9 matriculation and private school libraries possess non book materials with 101 to 300 in their libraries which belong to high schools. However, 2 CBSE Schools and private school libraries possess non book materials with 301 to 400 in their libraries. Thus, 66.7% of matriculation schools, 33.3% of CBSE school libraries have non book materials above 401 in their libraries which belong to high school in Karur district.

Non Book Materials in Higher Secondary School Libraries

It is inferred from the table 5.13 that 47 state board schools, 72.3% of government schools, 12.8% of private schools, 10.6% of aided schools and 4.3% of municipality school libraries possess non book materials with 1 to 100 in their libraries which belong to higher secondary schools. Hence, 40% of matriculation schools, 53.3% of state board schools, 6.7% of ICSE Schools, 73.3% of private schools, 26.7% of aided school libraries possess non book materials with 101 to 300 in their libraries which belong to higher secondary schools. However, 75% of matriculation schools and 25% of state board school libraries have non book materials with 301 to 400 in their libraries that belong to higher secondary schools. Thus, 4 matriculation school libraries possess non book materials above 401 in their libraries that belong to higher secondary schools in Karur district.

Figure 5.15

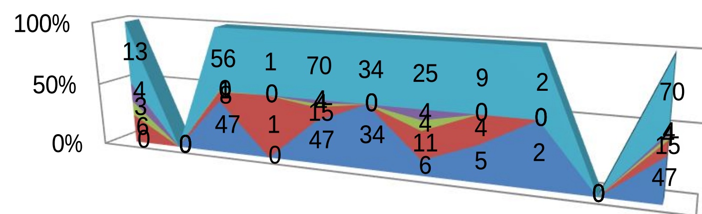
Status of availability of Non-book materials in High School Libraries in Karur District



	Type of School					School Category					
	Matric	CBSE	State Board	Others	Total	Government	Private	Aided	Municipality	A D W	Total
1 to 100 non-books	18	0	41	0	59	30	24	3	1	1	59
101 to 300 non-books	9	0	0	0	9	0	9	0	0	0	9
301 to 400 non-books	0	2	0	0	2	0	2	0	0	0	2
401 non-books & above	2	1	0	0	3	0	3	0	0	0	3
Grand Total	29	3	41	0	73	30	38	3	1	1	73

Figure 5.16

Status of availability of non-book materials in Higher Secondary School Libraries in Karur District



	Type of School					School Category					
	Matric	CBSE	State Board	Others	Total	Government	Private	Aided	Municipality	A D W	Total
Grand Total	13	0	56	1	70	34	25	9	2	0	70
401 non-books & above	4	0	0	0	4	0	4	0	0	0	4
301 to 400 non-books	3	0	1	0	4	0	4	0	0	0	4
101 to 300 non-books	6	0	8	1	15	0	11	4	0	0	15
1 to 100 non-books	0	0	47	0	47	34	6	5	2	0	47

Table 5.14

Status of availability of magazines in High School and Higher Secondary School Libraries in Karur District

	High School						Higher Secondary School					
	Number of Magazines & Journals available in Library						Number of Magazines & Journals available in Library					
	Nil	**1 to 5 magazines**	**6 to 10 magazines**	**11 to 20 magazines**	**21 magazines & above**	**Total**	**Nil**	**1 to 5 magazines**	**6 to 10 magazines**	**11 to 20 magazines**	**21 magazines & above**	**Total**
Type of School												
Matriculation	1 (5%)	22 (51.2%)	3 (75%)	3 (75%)	0	29 (39.7%)	0	0	1 (16.7%)	8 (61.5%)	4 (80%)	13 (18.6%)
CBSE	0	0	0	1 (25%)	2 (100%)	3 (4.1%)	0	0	0	0	0	0
State Board	19 (95%)	21 (48.8%)	1 (25%)	0	0	41 (56.2%)	26 (100%)	20 (100%)	5 (83.3%)	4 (30.8%)	1 (20%)	56 (80%)
Others	0	0	0	0	0	0	0	0	0	1 (7.7%)	0	1 (1.4%)
School Category												
Government	16 (80%)	13 (30.2%)	1 (25%)	0	0	30 (41.1%)	24 (92.3%)	9 (45%)	1 (16.7%)	0	0	34 (48.6%)
Private	1 (5%)	28 (65.1%)	3 (75%)	4 (100%)	2 (100%)	38 (52.1%)	0	6 (30%)	4 (66.7%)	10 (76.9%)	5 (100%)	25 (35.7%)
Aided	2 (10%)	1 (2.3%)	0	0	0	3 (4.1%)	2 (7.7%)	4 (20%)	0	3 (23.1%)	0	9 (12.9%)
Municipality	0	1 (2.3%)	0	0	0	1 (1.4%)	0	1 (5%)	1 (16.7%)	0	0	2 (2.9%)
ADW	1 (5%)	0	0	0	0	1 (1.4%)	0	0	0	0	0	0
Total	**20 (100%)**	**43 (100%)**	**4 (100%)**	**4 (100%)**	**2 (100%)**	**73 (100%)**	**26 (100%)**	**20 (100%)**	**6 (100%)**	**13 (100%)**	**5 (100%)**	**70 (100%)**

Magazines in High School Libraries

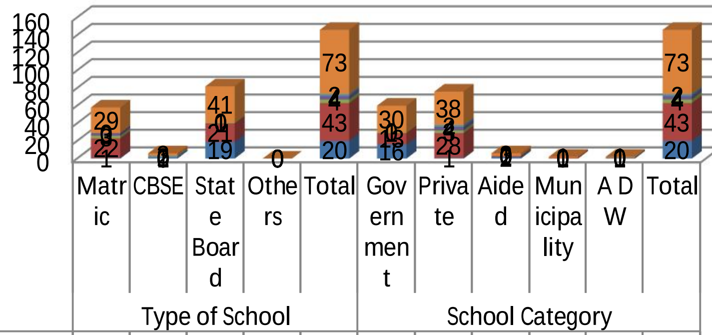
It can be inferred from the table 5.14 that 5% of matriculation schools, 95% of state board schools, 80% of government schools, 5% of private schools, 10% of aided schools and 5% of ADW School libraries do not subscribe any magazine in their libraries which belong to high schools in Karur district. Hence, 51.2% of matriculation schools, 48.8% of state board schools, 30.2% of government schools, 65.1% of private schools, 2.3% of aided schools and 2.3% of municipality school libraries subscribe 1 to 5 magazines in their libraries which belong to high schools. However, 75% of matriculation and private schools, 25% of CBSE and Government School libraries subscribe 6 to 10 magazines in their libraries which belong to high schools. Thus, 75% of matriculation schools, 25% of CBSE Schools and 4 private school libraries subscribe 11 to 20 magazines in their libraries that belong to high schools.

Magazines in Higher Secondary School Libraries

It can be inferred from the table 5.14 that 26 state board schools, 92.3% of government schools, 7.7% of aided school libraries do not subscribe any magazine for their libraries which belong to higher secondary schools. Hence, 20 state board schools, 45% of government schools, 30% of private schools, 20% of aided schools, 5% of municipality school libraries subscribe 1 to 5 magazines in their libraries that belong to higher secondary schools. However, 16.7% of matriculation, municipality and government schools, 83.3% of state board schools and 66.7% of private school libraries subscribe 6 to 10 magazines which belong to higher secondary school libraries. Thus, 61.5% of matriculation schools, 30.8% of state board schools, 7.7% of ICSE Schools, 76.9% of private schools, 23.1% of aided school libraries subscribe 11 to 20 magazines in their libraries that belong to higher secondary schools. Hence, 80% of matriculation schools, 20% of state board schools and 5 private school libraries subscribe more than 21 magazines in their libraries which belong to higher secondary schools.

Figure 5.17

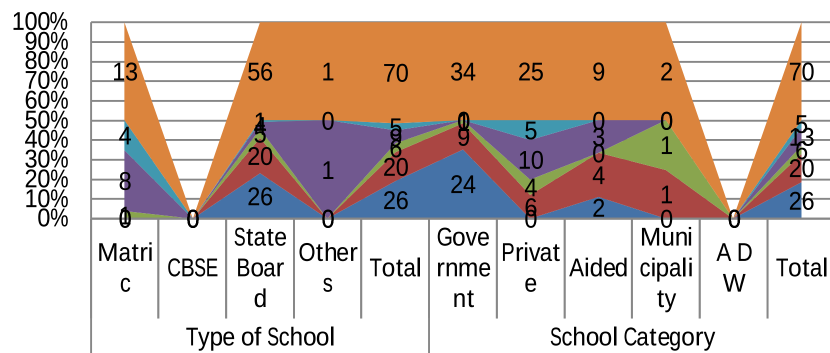
Status of availability of Magazines in High School Libraries in Karur District



	Type of School					School Category					
	Matric	CBSE	State Board	Others	Total	Government	Private	Aided	Municipality	A D W	Total
Grand Total	29	3	41	0	73	30	38	3	1	1	73
21 magazines & above	0	2	0	0	2	0	2	0	0	0	2
11 to 20 magazines	3	1	0	0	4	0	4	0	0	0	4
6 to 10 magazines	3	0	1	0	4	1	3	0	0	0	4
1 to 5 magazines	22	0	21	0	43	13	28	1	1	0	43
Nil	1	0	19	0	20	16	1	2	0	1	20

Figure 5.18

Status of availability of Magazines in Higher Secondary School Libraries in Karur District



	Type of School					School Category					
	Matric	CBSE	State Board	Others	Total	Government	Private	Aided	Municipality	A D W	Total
Grand Total	13	0	56	1	70	34	25	9	2	0	70
21 magazines & above	4	0	1	0	5	0	5	0	0	0	5
11 to 20 magazines	8	0	4	1	9	0	10	3	0	0	13
6 to 10 magazines	1	0	5	0	6	1	4	0	1	0	6
1 to 5 magazines	0	0	20	0	20	9	6	4	1	0	20
Nil	0	0	26	0	26	24	0	2	0	0	26

Table 5.15

Status of availability of reference books in High School and Higher Secondary School Libraries in Karur District

	High School					Higher Secondary School				
	Number of reference books available in library					Number of reference books available in library				
	1 to 100 references	101 to 200 references	201 to 300 references	301 references & above	Total	1 to 100 references	101 to 200 references	201 to 300 references	301 references & above	Total
Type of School										
Matriculation	16 (28.6%)	4 (80%)	4 (100%)	5 (62.5%)	29 (39.7%)	0	1 (12.5%)	4 (44.4%)	8 (57.1%)	13 (18.6%)
CBSE	0	0	0	3 (37.5%)	3 (4.1%)	0	0	0	0	0
State Board	40 (71.4%)	1 (20%)	0	0	41 (56.2%)	39 (100%)	7 (87.5%)	5 (55.6%)	5 (35.7%)	56 (80%)
Others	0	0	0	0	0	0	0	0	1 (7.1%)	1 (1.4%)
School Category										
Government	30 (53.6%)	0	0	0	30 (41.1%)	34 (87.2%)	0	0	0	34 (48.6%)
Private	22 (39.3%)	4 (80%)	4 (100%)	8 (100%)	38 (52.1%)	3 (7.7%)	5 (62.5%)	6 (66.7%)	11 (78.6%)	25 (35.7%)
Aided	2 (3.6%)	1 (20%)	0	0	3 (4.1%)	2 (5.1%)	2 (25%)	2 (22.2%)	3 (21.4%)	9 (12.9%)
Municipality	1 (1.8%)	0	0	0	1 (1.4%)	0	1 (12.5%)	1 (11.1%)	0	2 (2.9%)
ADW	1 (1.8%)	0	0	0	1 (1.4%)	0	0	0	0	0
Total	**56 (100%)**	**5 (100%)**	**4 (100%)**	**8 (100%)**	**73 (100%)**	**39 (100%)**	**8 (100%)**	**9 (100%)**	**14 (100%)**	**70 (100%)**

Reference Books in High School Libraries

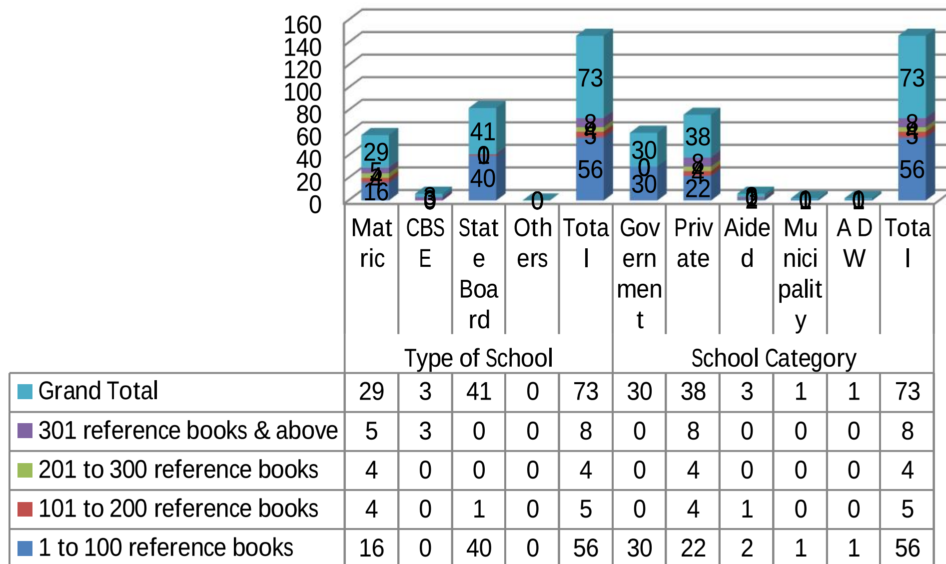
It can be inferred from the table 5.15 that 28.6% of matriculation schools, 71.4% of state board schools, 53.6% of government schools, 39.3% of private schools, 3.6% of aided schools, 1.8% of municipality schools and 1.8% of ADW School libraries possess 1 to 100 reference books in their libraries which belong to high schools in Karur district. Hence, 80% of matriculation and private schools, 20% of state board and aided school libraries have 101 to 200 reference books in their libraries that belong to high schools. However, 4 matriculation and private schools possess 201 to 300 reference books in their libraries that belong to high schools. Thus, 62.5% of matriculation schools, 37.5% of CBSE Schools and 8 private school libraries possess more than 301 reference books in their libraries which belong to high schools in Karur district.

Reference Books in Higher Secondary School Libraries

It is depicted from the table 5.15 that 39 state board schools, 87.2% of government schools, 7.7% of private schools and 5.1% of aided school libraries possess 1 to 100 reference books in their libraries that belong to higher secondary schools. Hence, 12.5% of matriculation schools, 87.5% of state board schools, 62.5% of private schools, 25% of aided schools and 12.5% of municipality school libraries possess 101 to 200 reference books in their libraries which belong to higher secondary schools. However, 44.4% of matriculation schools, 55.6% of state board schools, 66.7% of private schools, 22.2% of aided schools and 11.1% of municipality school libraries have 201 to 300 reference books in their libraries that belong to higher secondary schools. Thus, 57.1% of matriculation schools, 35.7% of state board schools, 7.1% of ICSE Schools, 78.6% of private schools and 21.4% of aided school libraries possess more than 301 reference books in their libraries which belong to higher secondary schools in Karur district.

Figure 5.19

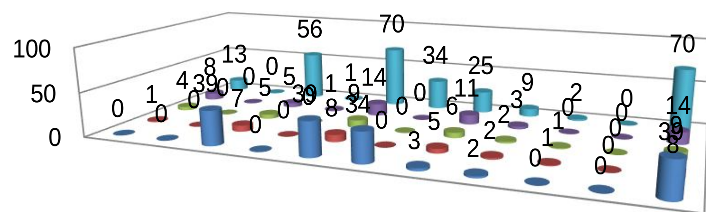
Status of availability of Reference books in High School Libraries in Karur District



	Type of School					School Category					
	Matric	CBSE	State Board	Others	Total	Government	Private	Aided	Municipality	A D W	Total
Grand Total	29	3	41	0	73	30	38	3	1	1	73
301 reference books & above	5	3	0	0	8	0	8	0	0	0	8
201 to 300 reference books	4	0	0	0	4	0	4	0	0	0	4
101 to 200 reference books	4	0	1	0	5	0	4	1	0	0	5
1 to 100 reference books	16	0	40	0	56	30	22	2	1	1	56

Figure 5.20

Status of availability of Reference books in Higher Secondary School Libraries in Karur District



	Type of School					School Category					
	Matric	CBSE	State Board	Others	Total	Government	Private	Aided	Municipality	A D W	Total
1 to 100 reference books	0	0	39	0	39	34	3	2	0	0	39
101 to 200 reference books	1	0	7	0	8	0	5	2	1	0	8
201 to 300 reference books	4	0	5	0	9	0	6	2	1	0	9
301 reference books & above	8	0	5	1	14	0	11	3	0	0	14
Grand Total	13	0	56	1	70	34	25	9	2	0	70

Table 5.16

Status of availability of back volumes in High School and Higher Secondary School Libraries in Karur District

	High School					Higher Secondary School				
	Number of back volumes available in library					Number of back volumes available in library				
	1 to 50 back volumes	**51 to 100 back volumes**	**101 to 200 back volumes**	**201 back volumes & above**	**Total**	**1 to 50 back volumes**	**51 to 100 back volumes**	**101 to 200 back volumes**	**201 back volumes & above**	**Total**
Type of School										
Matriculation	24 (36.9%)	5 (100%)	0	0	29 (39.7%)	3 (6.1%)	3 (30%)	4 (57.1%)	3 (75%)	13 (18.6%)
CBSE	0	0	2 (100%)	1 (100%)	3 (4.1%)	0	0	0	0	0
State Board	41 (63.1%)	0	0	0	41 (56.2%)	46 (93.9%)	7 (70%)	3 (42.9%)	0	56 (80%)
Others	0	0	0	0	0	0	0	0	1 (25%)	1 (1.4%)
School Category										
Government	30 (46.2%)	0	0	0	30 (41.1%)	34 (69.4%)	0	0	0	34 (48.6%)
Private	30 (46.2%)	5 (100%)	2 (100%)	1 (100%)	38 (52.1%)	10 (20.4%)	6 (60%)	5 (71.4%)	4 (100%)	25 (35.7%)
Aided	3 (4.6%)	0	0	0	3 (4.1%)	4 (8.2%)	3 (30%)	2 (28.6%)	0	9 (12.9%)
Municipality	1 (1.5%)	0	0	0	1 (1.4%)	1 (2%)	1 (10%)	0	0	2 (2.9%)
ADW	1 (1.5%)	0	0	0	1 (1.4%)	0	0	0	0	0
Total	**65 (100%)**	**5 (100%)**	**2 (100%)**	**1 (100%)**	**73 (100%)**	**49 (100%)**	**10 (100%)**	**7 (100%)**	**4 (100%)**	**70 (100%)**

Back Volumes in High School Libraries

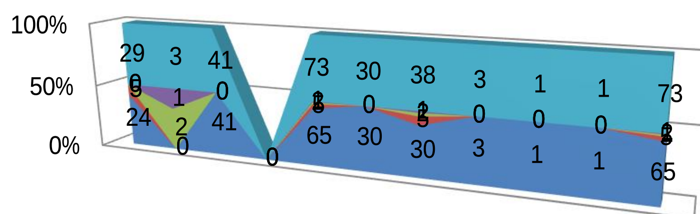
It is depicted from the table 5.16 that 36.9% of matriculation schools, 63.1% of state board schools, 46.2% of government schools and private schools, 4.6% of aided schools, 1.5% of municipality schools and ADW school libraries possess 1 to 50 back volumes in their libraries which belong to high schools. Hence, 5 matriculation and private school libraries possess 51 to 100 back volumes in their libraries. However, 2 CBSE and Private school libraries possess 101 to 200 back volumes in their libraries. Thus, 1 CBSE School and private school libraries possess above 201 back volumes in their libraries that belong to high schools.

Back Volumes in High Secondary School Libraries

It is depicted from the table 5.16 that 6.1% of matriculation schools, 93.9% of state board schools, 69.4% of government schools, 20.4% of private schools, 8.2% of aided schools and 2% of municipality school libraries possess 1 to 50 back volumes in their libraries which belong to higher secondary schools. Hence, 30% of matriculation schools, 70% of state board schools, 60% of private schools, 30% of aided schools and 10% of municipality school libraries have 51 to 100 back volumes in their libraries which belong to higher secondary school libraries. However, 57.1% of matriculation schools, 42.9% of state board schools, 71.4% of private schools and 28.6% of aided school libraries possess 101 to 200 back volumes in their libraries that belong to higher secondary school libraries. Thus, 75% of matriculation schools, 25% of ICSE Schools and 4 private school libraries possess more than 201 back volumes in their libraries which belong to higher secondary schools in Karur district.

Figure 5.21

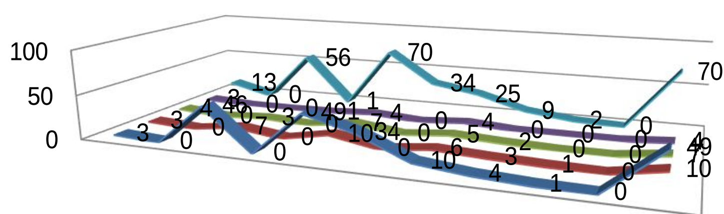
Status of availability of Back Volumes in High School Libraries in Karur District



	Type of School					School Category					
	Matric	CBSE	State Board	Others	Total	Government	Private	Aided	Municipality	A D W	Total
Grand Total	29	3	41	0	73	30	38	3	1	1	73
201 back volumes & above	0	1	0	0	1	0	1	0	0	0	1
101 to 200 back volumes	0	2	0	0	2	0	2	0	0	0	2
51 to 100 back volumes	5	0	0	0	5	0	5	0	0	0	5
1 to 50 back volumes	24	0	41	0	65	30	30	3	1	1	65

Figure 5.22

Status of availability of Back Volumes in Higher Secondary School Libraries in Karur District



	Type of School					School Category					
	Matric	CBSE	State Board	Others	Total	Government	Private	Aided	Municipality	A D W	Total
1 to 50 back volumes	3	0	46	0	49	34	10	4	1	0	49
51 to 100 back volumes	3	0	7	0	10	0	6	3	1	0	10
101 to 200 back volumes	4	0	3	0	7	0	5	2	0	0	7
201 back volumes & above	3	0	0	1	4	0	4	0	0	0	4
Grand Total	13	0	56	1	70	34	25	9	2	0	70

Table 5.17

Status of availability of Newspapers in High School and Higher Secondary School Libraries in Karur District

	High School					Higher Secondary School				
	Number of Newspapers available in Library					Number of Newspapers available in Library				
	One	**Two**	**Three**	**Four & above**	**Total**	**One**	**Two**	**Three**	**Four & above**	**Total**
Type of School										
Matriculation	18 (30.5%)	5 (100%)	4 (100%)	2 (40%)	29 (39.7%)	0	4 (57.1%)	4 (80%)	5 (62.5%)	13 (18.6%)
CBSE	0	0	0	3 (60%)	3 (4.1%)	0	0	0	0	0
State Board	41 (69.5%)	0	0	0	41 (56.2%)	50 (100%)	3 (42.9%)	1 (20%)	2 (25%)	56 (80%)
Others	0	0	0	0	0	0	0	0	1 (12.5%)	1 (1.4%)
School Category										
Government	30 (50.8%)	0	0	0	30 (41.1%)	34 (68%)	0	0	0	34 (48.6%)
Private	24 (40.7%)	5 (100%)	4 (100%)	5 (100%)	38 (52.1%)	5 (10%)	7 (100%)	5 (100%)	8 (100%)	25 (35.7%)
Aided	3 (5.1%)	0	0	0	3 (4.1%)	9 (18%)	0	0	0	9 (12.9%)
Municipality	1 (1.7%)	0	0	0	1 (1.4%)	2 (4%)	0	0	0	2 (2.9%)
ADW	1 (1.7%)	0	0	0	1 (1.4%)	0	0	0	0	0
Total	**59 (100%)**	**5 (100%)**	**4 (100%)**	**5 (100%)**	**73 (100%)**	**50 (100%)**	**7 (100%)**	**5 (100%)**	**8 (100%)**	**70 (100%)**

Newspapers in High School Libraries

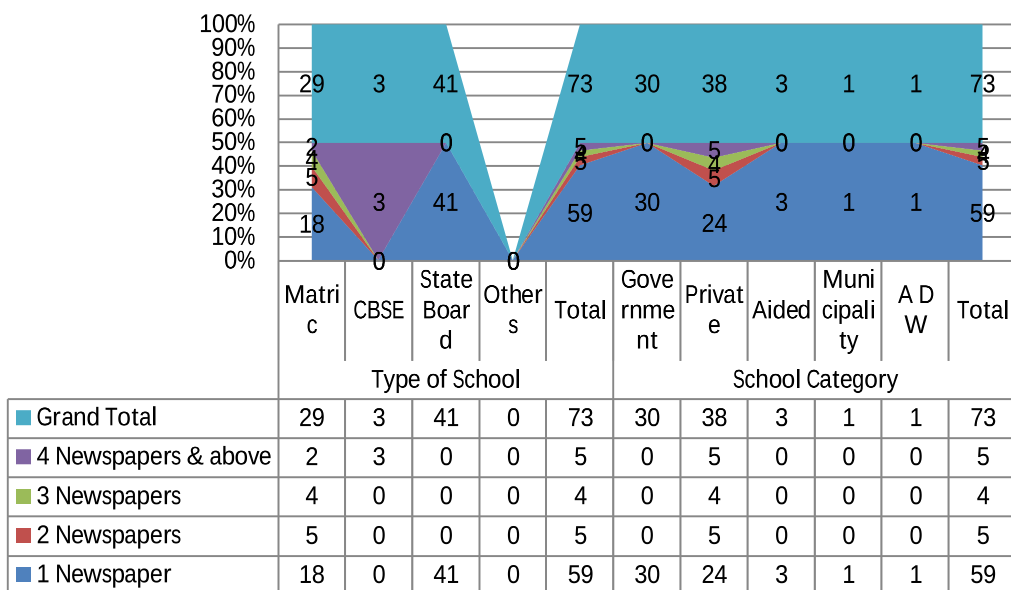
It is clear from the table 5.17 that 30.5% of matriculation schools, 69.5% of state board schools, 50.8% of government schools, 40.7% of private schools, 5.1% of aided schools, 1.7% of municipality schools and 1.7% of ADW School libraries get one newspaper in their libraries that belong to high schools. Hence, 5 matriculation schools and private school libraries receive 2 newspapers in their libraries. However, 4 matriculation schools and private school libraries get 3 newspapers in their libraries which belong to high schools. Thus, 40% of matriculation schools, 60% CBSE Schools and 5 private school libraries get above four newspapers in their libraries that belong to high schools.

Newspapers in Higher Secondary School Libraries

It is depicted from the table 5.17 that 68% of government schools, 10% of private schools, 18% of aided schools and 4% of municipality school libraries get one newspaper in their libraries that belong to higher secondary schools. Hence, 57.1% of matriculation schools, 42.9% of state board school libraries get two newspapers every day in their libraries that belong to higher secondary schools. Thus, 80% of matriculation schools and 20% of state board school libraries get 3 newspapers everyday in their libraries that belong to higher secondary schools. However, 62.5% of matriculation schools, 25% of state boards schools and 12.5% of ICSE School libraries get above four newspapers in their libraries that belong to higher secondary schools in Karur district.

Figure 5.23

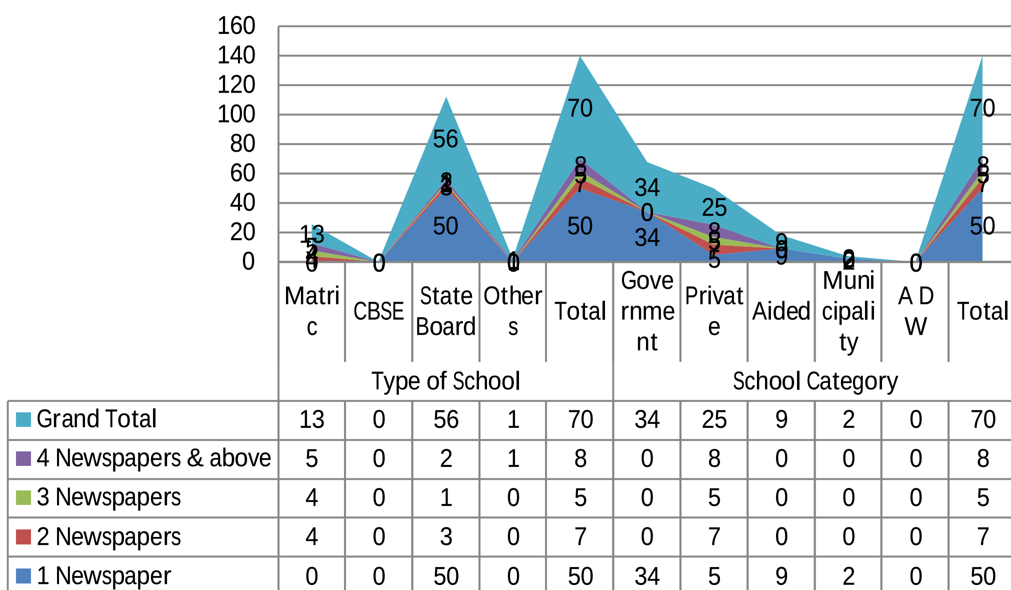
Status of availability of Newspapers in High School Libraries in Karur District



	Type of School					School Category					
	Matric	CBSE	State Board	Others	Total	Government	Private	Aided	Municipality	A D W	Total
Grand Total	29	3	41	0	73	30	38	3	1	1	73
4 Newspapers & above	2	3	0	0	5	0	5	0	0	0	5
3 Newspapers	4	0	0	0	4	0	4	0	0	0	4
2 Newspapers	5	0	0	0	5	0	5	0	0	0	5
1 Newspaper	18	0	41	0	59	30	24	3	1	1	59

Figure 5.24

Status of availability of Newspapers in Higher Secondary School Libraries in Karur District



	Type of School					School Category					
	Matric	CBSE	State Board	Others	Total	Government	Private	Aided	Municipality	A D W	Total
Grand Total	13	0	56	1	70	34	25	9	2	0	70
4 Newspapers & above	5	0	2	1	8	0	8	0	0	0	8
3 Newspapers	4	0	1	0	5	0	5	0	0	0	5
2 Newspapers	4	0	3	0	7	0	7	0	0	0	7
1 Newspaper	0	0	50	0	50	34	5	9	2	0	50

Table 5.18

T – Test applied to know Library Collection in High School And Higher Secondary School Libraries in Karur District

School Level	Mean	S.D	Statistical inference
Number of Books available in Library			
High School (n=73)	1055.27	1364.958	T=-2.436 Df=141 .016<0.05 Significant
Higher Secondary School (n=70)	1755.53	2022.031	
Number of Non-Book Materials available in Library			
High School (n=73)	73.04	110.174	T=-1.922 Df=141 .057>0.05 Not Significant
Higher Secondary School (n=70)	112.84	136.511	
Number of Magazines & Journals available in Library			
High School (n=73)	3.16	5.437	T=-2.415 Df=141 .017<0.05 Significant
Higher Secondary School (n=70)	5.93	8.051	
Number of Reference Books available in Library			
High School (n=73)	94.49	126.252	T=-2.383 Df=141 .019<0.05 Significant
Higher Secondary School (n=70)	157.47	185.430	
Number of Back Volumes available in Library			
High School (n=73)	25.52	39.306	T=-2.702 Df=141 .008<0.05 Significant
Higher Secondary School (n=70)	48.74	61.494	
Number of Newspapers available in Library			
High School (n=73)	1.40	.924	T=-1.372 Df=141 .172>0.05 Not Significant
Higher Secondary School (n=70)	1.64	1.204	

Statistical test

't' test was used for the above table

Hypotheses

There is a significant difference between high school and higher secondary schools and the number of books available in library

There is a significant difference between high school and higher secondary schools and the number of magazines and journals available in library

There is a significant difference between high school and higher secondary schools and the number of reference books available in library

There is a significant difference between high school and higher secondary schools and the number of back volumes available in library

Findings

The table 5.18 reveals that there is a significant difference between high school and higher secondary schools and the number of books available in library, number of magazines & journals available in library, number of reference books available in library and number of back volumes available in library. However, the calculated value is less than table value ($p<0.05$). Hence, the research hypothesis is accepted and the null hypothesis is rejected. It means that a sample that has been observed that disagrees with the null hypothesis enough to allow to conclude it is false and the alternate hypothesis is true.

Hypotheses

There is no significant difference between high school and higher secondary schools and the number of non-book materials available in library

There is no significant difference between high school and higher secondary schools and the number of newspapers available in library

Findings

The table 5.18 reveals that there is no significant difference between high school and higher secondary schools and the number of non-book materials available in library, number of newspapers available in library. However, the calculated value is greater than table value ($p>0.05$). Hence, the research hypothesis is rejected and the null hypothesis is accepted. It means that a sample has been observed that is plausible assuming the null is true. The conclusion is that the null is acceptable and not enough evidence is available to suggest the null is false.

Table 5.19

Library Services in High School and Higher Secondary School Libraries in Karur District

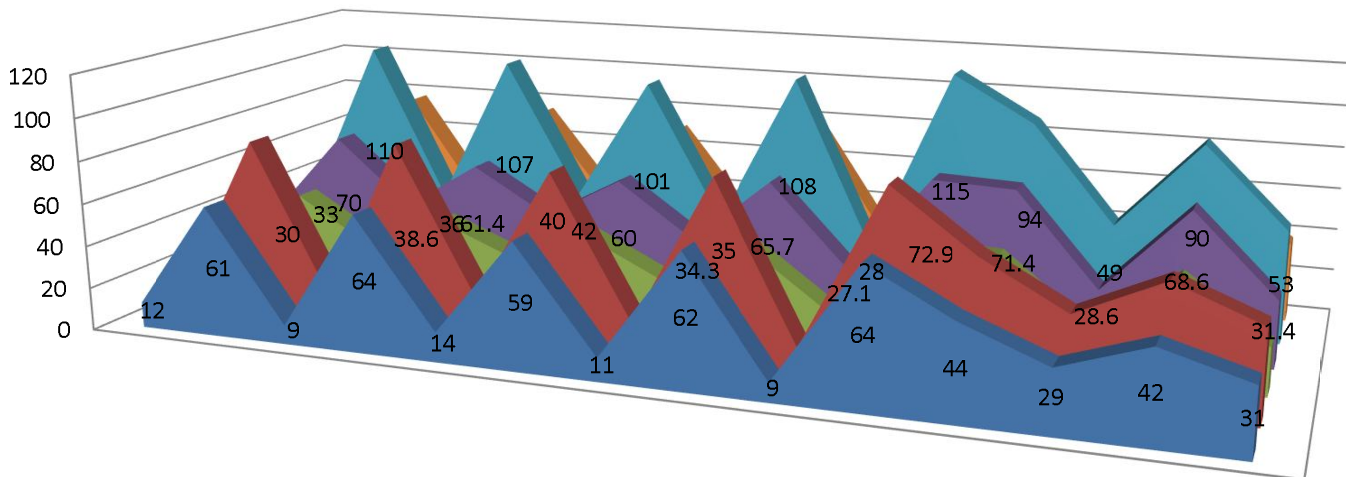
Library Services	Availability	High School		Higher Secondary School		Total	%
		Count	%	Count	%		
Lending Service	Available	12	16.4%	21	30.0%	33	23.1%
	Not available	61	83.6%	49	70.0%	110	76.9%
Xerox Service (Reprography)	Available	9	12.3%	27	38.6%	36	25.2%
	Not available	64	87.7%	43	61.4%	107	74.8%
Audio & Video Service	Available	14	19.2%	28	40.0%	42	29.4%
	Not available	59	80.8%	42	60.0%	101	70.6%
Internet Facility	Available	11	15.1%	24	34.3%	35	24.5%
	Not available	62	84.9%	46	65.7%	108	75.5%
Library Hour	Available	9	12.3%	19	27.1%	28	19.6%
	Not available	64	87.7%	51	72.9%	115	80.4%
Subject Guide Board	Available	44	60.3%	50	71.4%	94	65.7%
	Not available	29	39.7%	20	28.6%	49	34.3%
Display Board Service	Available	42	57.5%	48	68.6%	90	62.9%
	Not available	31	42.5%	22	31.4%	53	37.1%

The table 5.19 shows that 16.4% of high school libraries and 23.1% of higher secondary school libraries offer lending service in their libraries in Karur district. Hence, 12.3% of high school libraries, 38.6% of higher secondary school libraries offer reprography service and 19.2% of high school libraries, 40.0% of higher secondary school libraries offer Audio & Video service in their libraries in Karur district. However, 15.1% of high school libraries, 34.3% of higher secondary school libraries offer Internet service and 12.3% of high school libraries, 27.1% of higher secondary school libraries offer library hour service in Karur district. Thus, 60.3% of high school libraries, 71.4% of higher secondary school libraries offer subject guide board service and 57.5% of high school libraries, 68.6% of higher secondary school libraries have display board service in Karur District.

However, 83.6% of high school libraries and 70% of higher secondary school libraries do not offer lending service in their libraries in Karur district. Hence, 87.7% of high school libraries, 61.4% of higher secondary school libraries do not offer reprography service and 80.8% of high school libraries, 60.0% of higher secondary school libraries do not offer Audio & Video service in their libraries in Karur district. However, 84.9% of high school libraries, 65.7% of higher secondary school libraries do not offer Internet service and 87.7% of high school libraries, 72.9% of higher secondary school libraries do not offer library hour service in Karur district. Thus, 39.7% of high school libraries, 28.6% of higher secondary school libraries do not offer subject guide board service and 42.5% of high school libraries, 31.4% of higher secondary school libraries do not have display board service in Karur District.

Figure 5.25

Library Services in High School and Higher Secondary School Libraries in Karur District



	Lending		Xerox Service		Audio & Video		Internet		Library Hour		Subject Guide Board		Display Board Service	
	Available	Not available	Available	Not available	Available	Not available	Available	Not available	Available	Not available	Available	Not available	Available	Not available
High School Count	12	61	9	64	14	59	11	62	9	64	44	29	42	31
High School %	16.4	83.6	12.3	87.7	19.2	80.8	15.1	84.9	12.3	87.7	60.3	39.7	57.5	42.5
Higher Secondary School Count	21	49	27	43	28	42	24	46	19	51	50	20	48	22
Higher Secondary School %	30	70	38.6	61.4	40	60	34.3	65.7	27.1	72.9	71.4	28.6	68.6	31.4
Higher Secondary School Total	33	110	36	107	42	101	35	108	28	115	94	49	90	53
Higher Secondary School %	23.1	76.9	25.2	74.8	29.4	70.6	24.5	75.5	19.6	80.4	65.7	34.3	62.9	37.1

Table 5.20

Chi Square Test applied to know Library Services in High School And Higher Secondary School Libraries in Karur District

	High School ***(n=73)***	**Higher Secondary School** ***(n=70)***	**Total** ***(n=143)***	**Statistical inference**
Lending Service				
Available	12(16.4%)	21(30%)	33(23.1%)	X^2=3.702 Df=1 .054>0.05 Not Significant
Not available	61(83.6%)	49(70%)	110(76.9%)	
Xerox Service ***(Reprography)***				
Available	9(12.3%)	27(38.6%)	36(25.2%)	X^2=13.064 Df=1 .000<0.05 Significant
Not available	64(87.7%)	43(61.4%)	107(74.8%)	
Audio & Video Service				
Available	14(19.2%)	28(40%)	42(29.4%)	X^2=7.468 Df=1 .006<0.05 Significant
Not available	59(80.8%)	42(60%)	101(70.6%)	
Internet Facility				
Available	11(15.1%)	24(34.3%)	35(24.5%)	X^2=7.139 Df=1 .008<0.05 Significant
Not available	62(84.9%)	46(65.7%)	108(75.5%)	
Library Hour				
Available	9(12.3%)	19(27.1%)	28(19.6%)	X^2=4.980 Df=1 .026<0.05 Significant
Not available	64(87.7%)	51(72.9%)	115(80.4%)	
Subject Guide Board				
Available	44(60.3%)	50(71.4%)	94(65.7%)	X^2=1.974 Df=1 .160>0.05 Not Significant
Not available	29(39.7%)	20(28.6%)	49(34.3%)	
Display Board Service				
Available	42(57.5%)	48(68.6%)	90(62.9%)	X^2=1.866 Df=1 .172>0.05 Not Significant
Not available	31(42.5%)	22(31.4%)	53(37.1%)	

Statistical test

Chi-square test was used for the table 5.20

Hypotheses

There is a significant association between high school and higher secondary schools and the reprography service

There is a significant association between high school and higher secondary schools and the audio and video service

There is a significant association between high school and higher secondary schools and the internet service

There is a significant association between high school and higher secondary schools and the library hour service

Findings

The table 5.20 reveals that there is a significant association between high school and higher secondary schools and the Xerox Service (Reprography), Audio & Video Service, Internet Facility and Library Hour service. However, the calculated value is less than table value ($p<0.05$). Hence, the research hypothesis is accepted and the null hypothesis is rejected. It means that a sample that has been observed that disagrees with the null hypothesis enough to allow to conclude it is false and the alternate hypothesis is true.

Hypotheses

There is no significant association between high school and higher secondary schools and the lending service

There is no significant association between high school and higher secondary schools and the subject guide board service

There is no significant association between high school and higher secondary schools and the display board service

Findings

The table 5.20 reveals that there is no significant association between high school and higher secondary schools and the lending service, subject guide board and display board service. However, the calculated value is greater than table value ($p>0.05$). Hence, the research hypothesis is rejected and the null hypothesis is accepted. It means that a sample has been observed that is plausible assuming the null is true. The conclusion is that the null is acceptable and not enough evidence is available to suggest the null is false.

Table 5.21

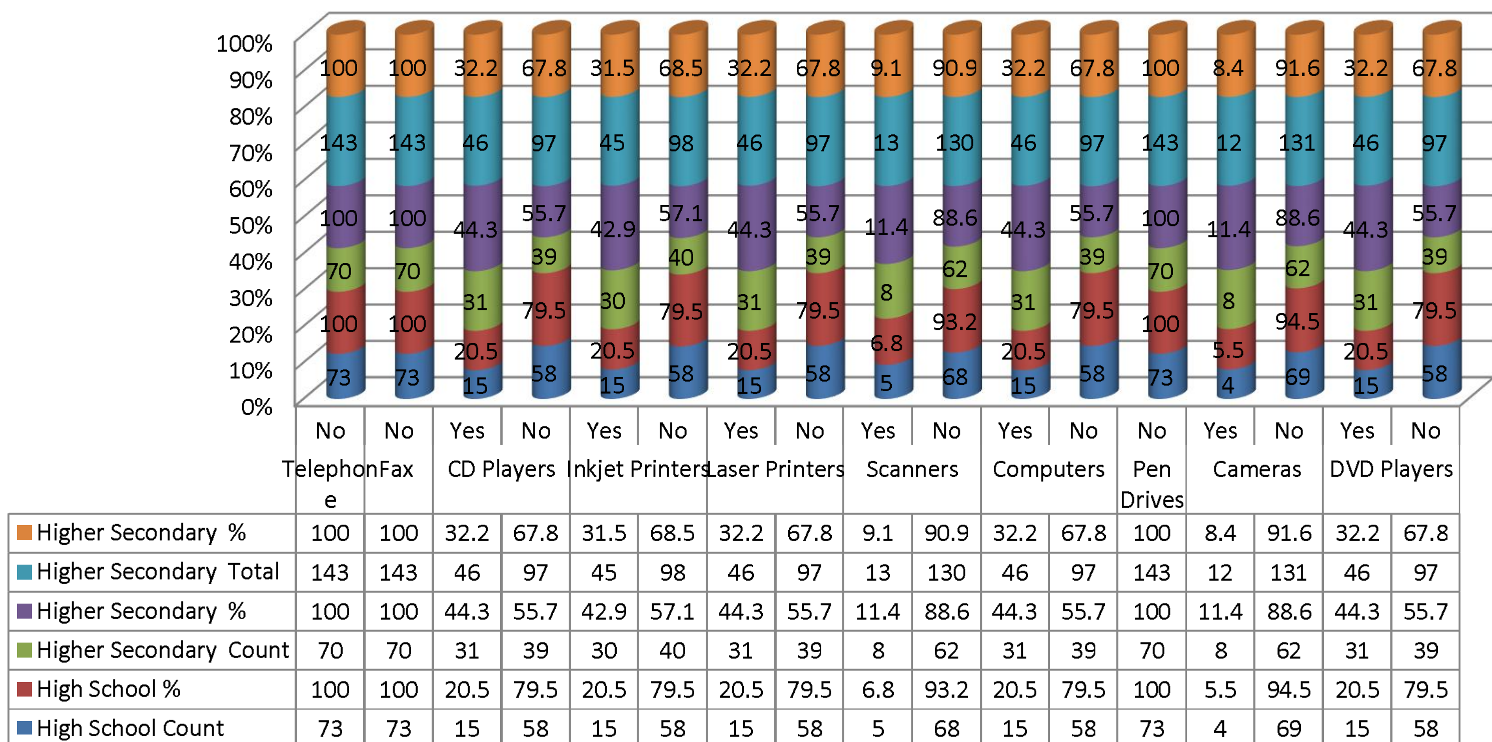
Status of Technology in High School and Higher Secondary School Libraries in Karur District

Technology	Availability	High School		Higher Secondary School		Total	%
		Count	%	Count	%		
Telephone	No	73	100.0 %	70	100.0%	143	100.0%
Fax Machine	No	73	100.0 %	70	100.0%	143	100.0%
CD Players	Yes	15	20.5%	31	44.3%	46	32.2%
	No	58	79.5%	39	55.7%	97	67.8%
Inkjet Printers	Yes	15	20.5%	30	42.9%	45	31.5%
	No	58	79.5%	40	57.1%	98	68.5%
Laser Printers	Yes	15	20.5%	31	44.3%	46	32.2%
	No	58	79.5%	39	55.7%	97	67.8%
Flatbed Scanners	Yes	5	6.8%	8	11.4%	13	9.1%
	No	68	93.2%	62	88.6%	130	90.9%
Computers	Yes	15	20.5%	31	44.3%	46	32.2%
	No	58	79.5%	39	55.7%	97	67.8%
Pen Drives	No	73	100.0 %	70	100.0%	143	100.0%
Digital Cameras	Yes	4	5.5%	8	11.4%	12	8.4%
	No	69	94.5%	62	88.6%	131	91.6%
DVD Players	Yes	15	20.5%	31	44.3%	46	32.2%
	No	58	79.5%	39	55.7%	97	67.8%

It can be understood from the table 5.21 that 20.5% of High School Libraries have CD Players, Inkjet Printers, and Laser Printers. Hence, 44.3% of Higher Secondary School Libraries have CD Players, 42.9% of Higher Secondary School Libraries have Inkjet Printers and 44.3% of Higher Secondary School Libraries have Laser Printers. However, 6.8% of High School Libraries have Flatbed Scanners and 11.4% of Higher Secondary School Libraries have Flatbed Scanners. However, 20.5% of High School Libraries and 44.3% of Higher Secondary School Libraries have computers, 5.5% of High School Libraries and 11.4% of Higher Secondary School Libraries have Digital Cameras, 20.5% of High School Libraries and 44.3% of Higher Secondary School Libraries have DVD Players in Karur District. Hence, No High School Libraries and Higher Secondary School Libraries provide Telephone, Fax Machine and Pen Drives in Karur District.

Figure 5.26

Status of Technology in High School and Higher Secondary School Libraries in Karur District



	Telephone	Fax	CD Players		Inkjet Printers		Laser Printers		Scanners		Computers		Pen Drives	Cameras		DVD Players	
	No	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	No	Yes	No	Yes	No
Higher Secondary %	100	100	32.2	67.8	31.5	68.5	32.2	67.8	9.1	90.9	32.2	67.8	100	8.4	91.6	32.2	67.8
Higher Secondary Total	143	143	46	97	45	98	46	97	13	130	46	97	143	12	131	46	97
Higher Secondary %	100	100	44.3	55.7	42.9	57.1	44.3	55.7	11.4	88.6	44.3	55.7	100	11.4	88.6	44.3	55.7
Higher Secondary Count	70	70	31	39	30	40	31	39	8	62	31	39	70	8	62	31	39
High School %	100	100	20.5	79.5	20.5	79.5	20.5	79.5	6.8	93.2	20.5	79.5	100	5.5	94.5	20.5	79.5
High School Count	73	73	15	58	15	58	15	58	5	68	15	58	73	4	69	15	58

Table 5.22

Chi Square Test applied to know Technology in High School And Higher Secondary School Libraries in Karur District

	High School ***(n=73)***	**Higher Secondary School** ***(n=70)***	**Total** ***(n=143)***	**Statistical inference**
Telephone				
No	73(100%)	70(100%)	143(100%)	-
Fax Machine				
No	73(100%)	70(100%)	143(100%)	-
CD Players				
Yes	15(20.5%)	31(44.3%)	46(32.2%)	X^2=9.228 Df=1 .002<0.05 Significant
No	58(79.5%)	39(55.7%)	97(67.8%)	
Inkjet Printers				
Yes	15(20.5%)	30(42.9%)	45(31.5%)	X^2=8.247 Df=1 .004<0.05 Significant
No	58(79.5%)	40(57.1%)	98(68.5%)	
Laser Printers				
Yes	15(20.5%)	31(44.3%)	46(32.2%)	X^2=9.228 Df=1 .002<0.05 Significant
No	58(79.5%)	39(55.7%)	97(67.8%)	
Flatbed Scanners				
Yes	5(6.8%)	8(11.4%)	13(9.1%)	X^2=.907 Df=1 .341>0.05 Not Significant
No	68(93.2%)	62(88.6%)	130(90.9%)	
Computers				
Yes	15(20.5%)	31(44.3%)	46(32.2%)	X^2=9.228 Df=1 .002<0.05 Significant
No	58(79.5%)	39(55.7%)	97(67.8%)	
Pen Drives				
No	73(100%)	70(100%)	143(100%)	-
Digital Cameras				
Yes	4(5.5%)	8(11.4%)	12(8.4%)	X^2=1.645 Df=1 .200>0.05 Not Significant
No	69(94.5%)	62(88.6%)	131(91.6%)	
DVD Players				
Yes	15(20.5%)	31(44.3%)	46(32.2%)	X^2=9.228 Df=1 .002<0.05 Significant
No	58(79.5%)	39(55.7%)	97(67.8%)	

Statistical test

Chi-square test was used for the table 5.22

Hypotheses

There is a significant association between high school and higher secondary schools and the CD players

There is a significant association between high school and higher secondary schools and the Inkjet Printers

There is a significant association between high school and higher secondary schools and the Laser Printers

There is a significant association between high school and higher secondary schools and the Computers

There is a significant association between high school and higher secondary schools and the DVD Players

Findings

The table 5.22 reveals that there is a significant association between high school and higher secondary schools and the CD Players, Inkjet Printers, Laser Printers, Computers and DVD Players. However, the calculated value is less than table value ($p<0.05$). Hence, the research hypothesis is accepted and the null hypothesis is rejected. It means that a sample that has been observed that disagrees with the null hypothesis enough to allow to conclude it is false and the alternate hypothesis is true.

Hypotheses

There is no significant association between high school and higher secondary schools and the flatbed scanners

There is no significant association between high school and higher secondary schools and the digital cameras

Findings

The table 5.22 reveals that there is no significant association between high school and higher secondary schools and the flatbed scanners and digital cameras. However, the calculated value is greater than table value ($p>0.05$). Hence, the research hypothesis is rejected and the null hypothesis is accepted. It means that a sample has been observed that is plausible assuming the null is true. The conclusion is that the null is acceptable and not enough evidence is available to suggest the null is false.

Table 5.23

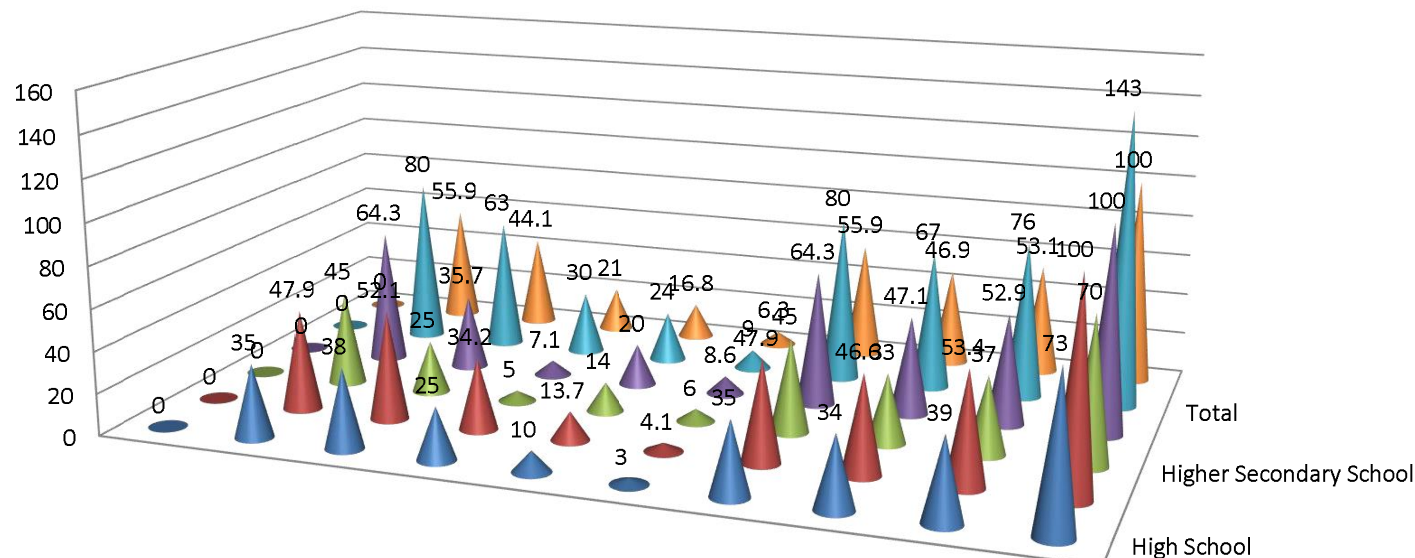
Status of Library Staffing in High School and Higher Secondary School Libraries in Karur District

Staffing	Particulars	High School		Higher Secondary School		Total	%
		Count	%	Count	%		
Number of Library Staff	0	35	47.9%	45	64.3%	80	55.9%
	One	38	52.1%	25	35.7%	63	44.1%
Qualification of the Librarian	BLIS	25	34.2%	5	7.1%	30	21.0%
	MLIS	10	13.7%	14	20.0%	24	16.8%
	M.Phil	3	4.1%	6	8.6%	9	6.3%
	Any UG	35	47.9%	45	64.3%	80	55.9%
Gender of the Librarian	Male	34	46.6%	33	47.1%	67	46.9%
	Female	39	53.4%	37	52.9%	76	53.1%
Total		73	100.0 %	70	100.0 %	143	100.0%

It is clear from the table 5.23 that 52.1% of Staff members are working in High School Libraries and 35.7% of Staff members are working in Higher Secondary School Libraries in Karur District. However, 34.2% of Staff members have completed BLIS, 13.7% of Staff members have completed MLIS, 4.1% of Staff members have completed M.Phil, and 47.9% of Staff members have completed any under graduation in High School Libraries in Karur District. Hence, 7.1% of Staff members have completed BLIS, 20.0% of Staff members have completed MLIS, 8.6% of Staff members have completed M.Phil, and 64.3% of Staff members have completed any under graduation in Higher Secondary School Libraries in Karur District. Thus, 46.6% of Staff members belong to Male category and 53.4% of Staff members belong to Female category in High School Libraries in Karur District, 47.1% of Staff members belong to Male category and 52.9% of Staff members belong to Female category in Higher Secondary School Libraries in Karur District.

Figure 5.27

Staffing in High School and Higher Secondary School Libraries in Karur District



	Staffing	Number of Library Staff		Qualification				Gender		Total
	Particulars	0	One	BLIS	MLIS	M.Phil	Any UG	Male	Female	
High School	0	35	38	25	10	3	35	34	39	73
	0	47.9	52.1	34.2	13.7	4.1	47.9	46.6	53.4	100
Higher Secondary School	0	45	25	5	14	6	45	33	37	70
	0	64.3	35.7	7.1	20	8.6	64.3	47.1	52.9	100
Total	0	80	63	30	24	9	80	67	76	143
	0	55.9	44.1	21	16.8	6.3	55.9	46.9	53.1	100

Table 5.24

Chi Square Test applied to know Staffing in High School And Higher Secondary School Libraries in Karur District

Staffing	High School *(n=73)*	Higher Secondary School *(n=70)*	Total *(n=143)*	Statistical inference
Number of staff members working in library				
Nil	35(47.9%)	45(64.3%)	80(55.9%)	X^2=3.871 Df=1 .049<0.05 Significant
One	38(52.1%)	25(35.7%)	63(44.1%)	
Qualification of the Librarian (or) In charge of the Library				
BLIS	25(34.2%)	5(7.1%)	30(21%)	X^2=16.194 Df=3 .001<0.05 Significant
MLIS	10(13.7%)	14(20%)	24(16.8%)	
M.Phil	3(4.1%)	6(8.6%)	9(6.3%)	
Any UG	35(47.9%)	45(64.3%)	80(55.9%)	
Gender of the Librarian or In charge of the Library				
Male	34(46.6%)	33(47.1%)	67(46.9%)	X^2=.005 Df=1 .946>0.05 Not Significant
Female	39(53.4%)	37(52.9%)	76(53.1%)	

Statistical test

Chi-square test was used for the table 5.24

Hypotheses

There is a significant association between high school and higher secondary schools and the educational qualification of the librarian

There is a significant association between high school and higher secondary schools and number of staff members working in library

Findings

The table 5.24 reveals that there is a significant association between high school and higher secondary schools and the educational qualification of the librarian and the number of staff members working in library. However, the calculated value is less than table value ($p<0.05$). Hence, the research hypothesis is accepted and the null hypothesis is rejected. It means that a sample that has been observed that disagrees with the null hypothesis enough to allow to conclude it is false and the alternate hypothesis is true.

Hypothesis

There is no significant association between high school and higher secondary schools and the gender of the librarian

Findings

The table 5.24 reveals that there is no significant association between high school and higher secondary schools and the gender of the librarian. However, the calculated value is greater than table value ($p>0.05$). Hence, the research hypothesis is rejected and the null hypothesis is accepted. It means that a sample has been observed that is plausible assuming the null is true. The conclusion is that the null is acceptable and not enough evidence is available to suggest the null is false.

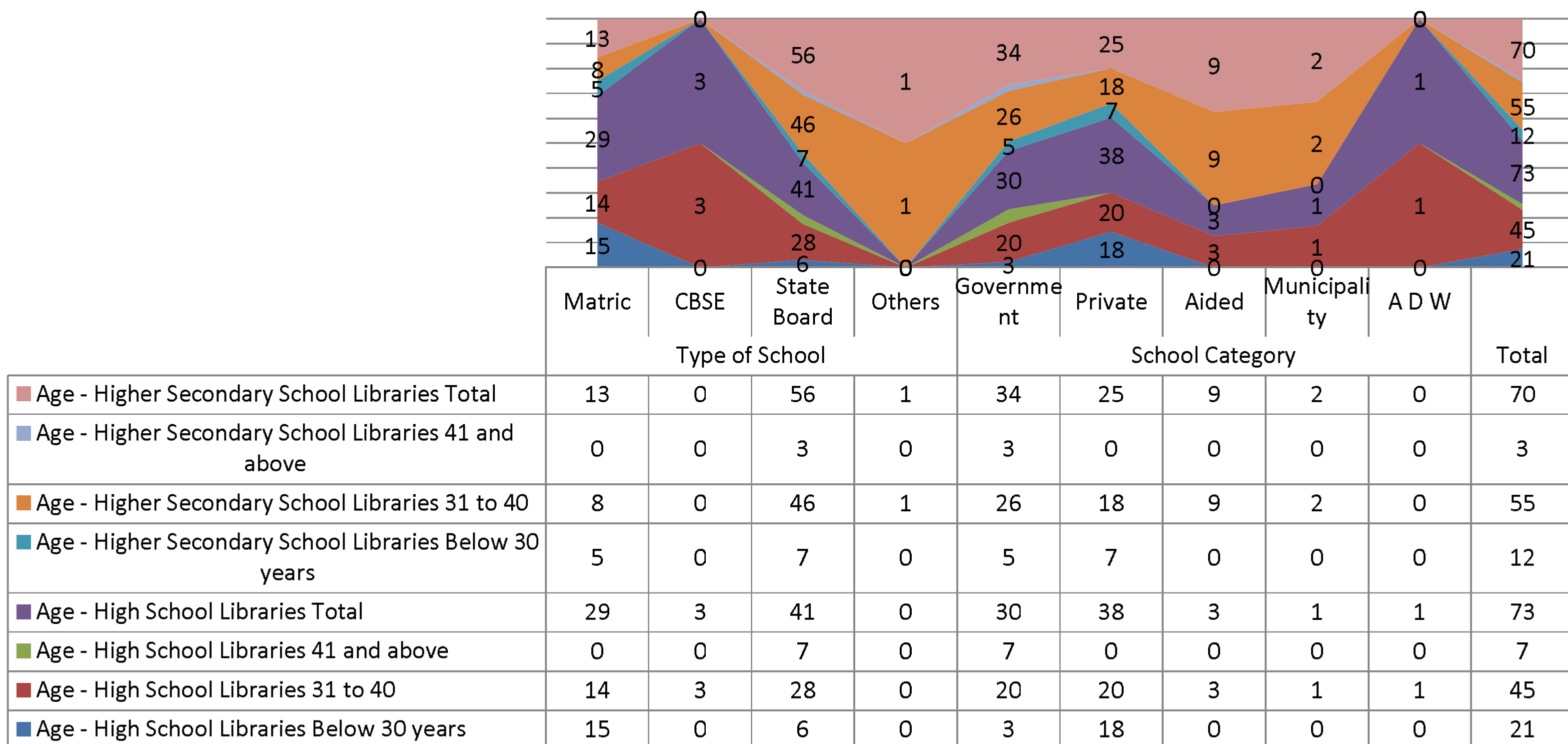
Table 5.25

Status of age of the Librarian in High School and Higher Secondary School Libraries in Karur District

	High School				**Higher Secondary School**			
	Age				**Age**			
	Below 30yrs	**31 to 40yrs**	**41yrs & above**	**Total**	**Below 30yrs**	**31 to 40yrs**	**41yrs & above**	**Total**
Type of School								
Matriculation	15 (71.4%)	14 (31.1%)	0	29 (39.7%)	5 (41.7%)	8 (14.5%)	0	13 (18.6%)
CBSE	0	3 (6.7%)	0	3 (4.1%)	0	0	0	0
State Board	6 (28.6%)	28 (62.2%)	7 (100%)	41 (56.2%)	7 (58.3%)	46 (83.6%)	3 (100%)	56 (80%)
Others	0	0	0	0	0	1 (1.8%)	0	1 (1.4%)
School Category								
Government	3 (14.3%)	20 (44.4%)	7 (100%)	30 (41.1%)	5 (41.7%)	26 (47.3%)	3 (100%)	34 (48.6%)
Private	18 (85.7%)	20 (44.4%)	0	38 (52.1%)	7 (58.3%)	18 (32.7%)	0	25 (35.73%
Aided	0	3 (6.7%)	0	3 (4.1%)	0	9 (16.4%)	0	9 (12.9%)
Municipality	0	1 (2.2%)	0	1 (1.4%)	0	2 (3.6%)	0	2 (2.9%)
ADW	0	1 (2.2%)	0	1 (1.4%)	0	0	0	0
Total	**21 (100%)**	**45 (100%)**	**7 (100%)**	**73 (100%)**	**12 (100%)**	**55 (100%)**	**3 (100%)**	**70 (100%)**

Figure 5.28

Status of the Age of the Librarian in High School and Higher Secondary School Libraries in Karur District



	Type of School				School Category					Total
	Matric	CBSE	State Board	Others	Government	Private	Aided	Municipality	A D W	
Age - Higher Secondary School Libraries Total	13	0	56	1	34	25	9	2	0	70
Age - Higher Secondary School Libraries 41 and above	0	0	3	0	3	0	0	0	0	3
Age - Higher Secondary School Libraries 31 to 40	8	0	46	1	26	18	9	2	0	55
Age - Higher Secondary School Libraries Below 30 years	5	0	7	0	5	7	0	0	0	12
Age - High School Libraries Total	29	3	41	0	30	38	3	1	1	73
Age - High School Libraries 41 and above	0	0	7	0	7	0	0	0	0	7
Age - High School Libraries 31 to 40	14	3	28	0	20	20	3	1	1	45
Age - High School Libraries Below 30 years	15	0	6	0	3	18	0	0	0	21

Table 5.26

T test applied to know Age of the Librarian in High School AndHigher Secondary School Libraries in Karur District

Age of the Librarian or In charge of the Library	Mean	S.D	Statistical inference
High School (n=73)	34.04	6.152	T=-.638 Df=141 .524>0.05 Not Significant
Higher Secondary School (n=70)	34.60	4.059	

Statistical test

't' test was used for the table 5.26

Hypothesis

There is no significant difference between age of the librarians and high school and higher secondary schools

Findings

The table 5.26 reveals that there is no significant difference between age of the librarians and high school and higher secondary schools. However, the calculated value is greater than table value ($p>0.05$). Hence, the research hypothesis is rejected and the null hypothesis is accepted. It means that a sample has been observed that is plausible assuming the null is true. The conclusion is that the null is acceptable and not enough evidence is available to suggest the null is false.

Table 5.27

Status of Annual Budget for Books in High School and Higher Secondary School Libraries in Karur District

	High School							Higher Secondary School						
	Annual Budget for Books (In Rupees)							Annual Budget for Books (In Rupees)						
	1 to 10000	**10001 to 30000**	**30001 to 50000**	**50001 to 100000**	**100001 to 150000**	**150001 & above**	**Total**	**1 to 10000**	**10001 to 30000**	**30001 to 50000**	**50001 to 100000**	**100001 to 150000**	**150001 & above**	**Total**
Type of School														
Matriculation	11 (23.4%)	14 (77.8%)	3 (75%)	1 (33.3%)	0	0	29 (39.7%)	0	6 (30%)	1 (33.3%)	4 (57.1%)	1 (100%)	1 (100%)	13 (18.6%)
CBSE	0	0	0	2(66.7%)	0	1(100%)	3(4.1%)	0	0	0	0	0	0	0
State Board	36 (76.6%)	4 (22.2%)	1 (25%)	0	0	0	41 (56.2%)	38 (100%)	14 (70%)	2 (66.7%)	2 (28.6%)	0	0	56 (80%)
Others	0	0	0	0	0	0	0	0	0	0	1 (14.3%)	0	0	1 (1.4%)
School Category														
Government	30 (63.8%)	0	0	0	0	0	30 (41.1%)	34 (89.5%)	0	0	0	0	0	34 (48.6%)
Private	15 (31.9%)	15 (83.3%)	4 (100%)	3 (100%)	0	1 (100%)	38 (52.1%)	2 (5.3%)	11 (55%)	3 (100%)	7 (100%)	1 (100%)	1 (100%)	25 (35.7%)
Aided	0	3 (16.7%)	0	0	0	0	3 (4.1%)	0	9 (45%)	0	0	0	0	9 (12.9%)
Municipality	1 (2.1%)	0	0	0	0	0	1 (1.4%)	2 (5.3%)	0	0	0	0	0	2 (2.9%)
ADW	1 (2.1%)	0	0	0	0	0	1 (1.4%)	0	0	0	0	0	0	0
Total	**47 (100%)**	**18 (100%)**	**4 (100%)**	**3 (100%)**	0	**1 (100%)**	**73 (100%)**	**38 (100%)**	**20 (100%)**	**3 (100%)**	**7 (100%)**	**1 (100%)**	**1 (100%)**	**70 (100%)**

Annual Budget for books in High School Libraries

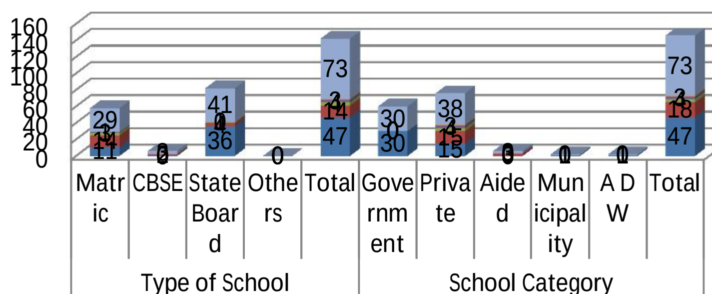
It is observed from the table 5.27 that 23.4% of matriculation schools, 76.6% of state board schools, 63.8% of government schools, 31.9% of private schools, 2.1% of municipality schools and 2.1% of ADW School libraries allot fund below ten thousand rupees for books in their libraries that belong to high schools. Hence, 77.8% of matriculation schools, 22.2% of state board schools, 83.3% of private schools and 16.7% of aided school libraries allot fund between Rs.10001 to 30000 for books in their libraries that belong to high schools. However, 75% of matriculation schools and 25% of state board school libraries allot fund between Rs.30001 to 50000 for books in their libraries that belong to high schools. Thus, 33.3% of matriculation schools and 66.7% of CBSE School libraries allot fund between Rs.50001 to 100000 for books in their libraries that belong to high school libraries in Karur district.

Annual Budget for books in Higher Secondary School Libraries

The table 5.27 shows that 89.5% of government schools, 5.3% of private schools and 5.3% of municipality school libraries allot fund below ten thousand rupees for books in their libraries that belong to higher secondary schools. Hence, 30% of matriculation schools, 70% of state board schools, 55% of private schools and 45% of aided school libraries allot fund between Rs.10001 to 30000 for books in their libraries which belong to higher secondary schools. Thus, 33.3% of matriculation schools and 66.7% of state board school libraries allot fund between Rs.30001 to 50000 for books in their libraries that belong to higher secondary schools. However, 57.1% of matriculation schools, 28.6% of state boards schools and 14.3% of ICSE School libraries allot fund between Rs.50001 to 100000 for books in their libraries which belong to higher secondary schools in Karur district.

Figure 5.29

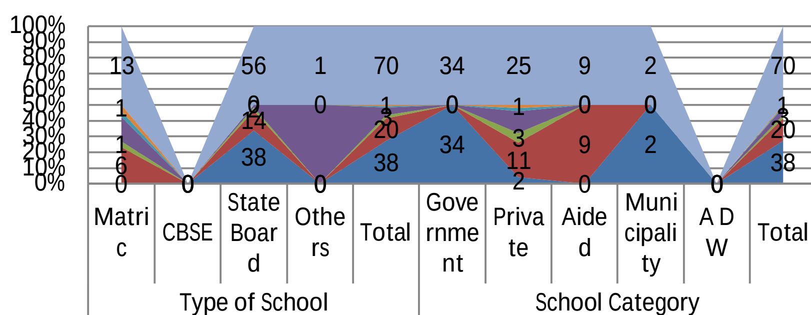
Status of Annual Budget for Library Books in High School Libraries in Karur District



	Type of School					School Category					
	Matric	CBSE	State Board	Others	Total	Government	Private	Aided	Municipality	A D W	Total
Grand Total	29	3	41	0	73	30	38	3	1	1	73
Rs.150001 & above	0	1	0	0	1	0	1	0	0	0	1
Rs.100001 to 150000	0	0	0	0	0	0	0	0	0	0	0
Rs.50001 to 100000	1	2	0	0	3	0	3	0	0	0	3
Rs.30001 to 50000	3	0	1	0	4	0	4	0	0	0	4
Rs.10001 to 30000	14	0	4	0	14	0	15	3	0	0	18
Re.1 to Rs.10000	11	0	36	0	47	30	15	0	1	1	47

Figure 5.30

Status of Annual Budget for Library Books in Higher Secondary School Libraries in Karur District



	Type of School					School Category					
	Matric	CBSE	State Board	Others	Total	Government	Private	Aided	Municipality	A D W	Total
Grand Total	13	0	56	1	70	34	25	9	2	0	70
Rs.150001 & above	1	0	0	0	1	0	1	0	0	0	1
Rs.100001 to Rs.150000	1	0	0	0	1	0	1	0	0	0	1
Rs.50001 to Rs.100000	4	0	2	1	7	0	7	0	0	0	7
Rs.30001 to Rs.50000	1	0	2	0	3	0	3	0	0	0	3
Rs.10001 to Rs.30000	6	0	14	0	20	0	11	9	0	0	20
Re.1 to Rs.10000	0	0	38	0	38	34	2	0	2	0	38

Table 5.28

Status of Annual Budget for Non-Books in High School and Higher Secondary School Libraries in Karur District

	High School							Higher Secondary School						
	Annual Budget for Non-Book Materials (In Rupees)							Annual Budget for Non-Book Materials (In Rupees)						
	1 to 1000	**1001 to 2000**	**2001 to 5000**	**5001 to 10000**	**10001 to 20000**	**20001 & above**	**Total**	**1 to 1000**	**1001 to 2000**	**2001 to 5000**	**5001 to 10000**	**10001 to 20000**	**20001 & above**	**Total**
Type of School														
Matriculation	18 (34%)	6 (60%)	5 (71.4%)	0	0	0	29 (39.7%)	0	6 (60%)	2 (50%)	3 (60%)	1 (50%)	1 (100%)	13 (18.6%)
CBSE School	0	0	0	1 (100%)	1 (100%)	1 (100%)	3 (4.1%)	0	0	0	0	0	0	0
State Board	35 (66%)	4 (40%)	2 (28.6%)	0	0	0	41 (56.2%)	48 (100%)	4 (40%)	2 (50%)	1 (20%)	1 (50%)	0	56 (80%)
Others	0	0	0	0	0	0	0	0	0	0	1 (20%)	0	0	1 (1.4%)
School Category														
Government	30 (56.6%)	0	0	0	0	0	30 (41.1%)	34 (70.8%)	0	0	0	0	0	34 (48.6%)
Private	21 (39.6%)	7 (70%)	7 (100%)	1 (100%)	1 (100%)	1 (100%)	38 (52.1%)	3 (63%)	10 (100%)	4 (100%)	5 (100%)	2 (100%)	1 (100%)	25 (35.7%)
Aided	0	3 (30%)	0	0	0	0	3 (4.1%)	9 (18.8%)	0	0	0	0		9 (12.9%)
Municipality	1 (1.9%)	0	0	0	0	0	1 (1.4%)	2 (4.2%)	0	0	0	0	0	2 (2.9%)
ADW	1 (1.9%)	0	0	0	0	0	1 (1.4%)	0	0	0	00	0	0	0
Total	**53 (100%)**	**10 (100%)**	**7 (100%)**	**1 (100%)**	**1 (100%)**	**1 (100%)**	**73 (100%)**	**48 (100%)**	**10 (100%)**	**4 (100%)**	**5 (100%)**	**2 (100%)**	**1 (100%)**	**70 (100%)**

Annual Budget for Non-book materials in High School Libraries

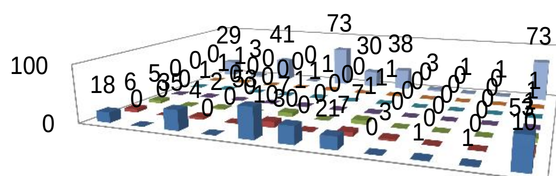
The table 5.28 shows that 34% of matriculation schools, 66% of state board schools, 56.6% of government schools, 39.6% of private schools, 1.9% of municipality schools and 1.9% of ADW School libraries allot fund below one thousand rupees for non-book materials in their libraries that belong to high schools in Karur district. However, 60% of matriculation schools, 40% of state board schools, 70% of private schools and 30% of aided school libraries allot fund between Rs.1001 to 2000 for non-books in their libraries which belong to high schools. Hence, 71.4% of matriculation schools, 28.6% of state board school libraries allot fund between Rs.2001 to 5000 for non-book materials in their libraries that belong to high schools in Karur district.

Annual Budget for Non-books in Higher Secondary School Libraries

It is understood from the table 5.28 that 70.8% of government schools, 63% of private schools, 18.8% of aided schools and 4.2% of municipality school libraries allot fund below one thousand rupees for non-book materials in their libraries that belong to higher secondary schools in Karur district. However, 60% of matriculation schools, 40% of state board school libraries allot fund between Rs.1001 to 2000 for non-book materials in their libraries that belong to higher secondary schools. Hence, 50% of matriculation schools and 50% of state board school libraries allot fund between Rs.2001 to 5000 for non-book materials in their libraries which belong to higher secondary schools. Thus, 60% of matriculation schools, 20% of state board and ICSE Schools allot fund between Rs.5001 to 10000 for non-book materials in their libraries that belong to higher secondary schools. Hence, 50% of matriculation schools and state board schools allot fund between Rs.10001 to 20000 for non-book materials in their libraries which belong to higher secondary school libraries in Karur district.

Figure 5.31

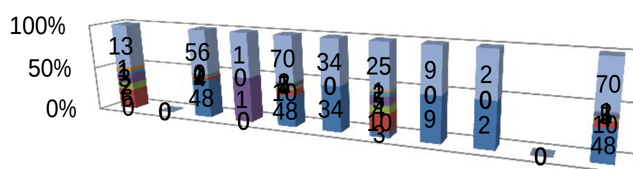
Status of Annual Budget for Non-book materials in High School Libraries in Karur District



	Type of School					School Category					
	Matric	CBSE	State Board	Others	Total	Government	Private	Aided	Municipality	A D W	Total
Re.1 to Rs.1000	18	0	35	0	53	30	21	0	1	1	53
Rs.1001 to 2000	6	0	4	0	10	0	7	3	0	0	10
Rs.2001 to 5000	5	0	2	0	7	0	7	0	0	0	7
Rs.5001 to 10000	0	1	0	0	1	0	1	0	0	0	1
Rs.10001 to 20000	0	1	0	0	1	0	1	0	0	0	1
Rs.20001 & above	0	1	0	0	1	0	1	0	0	0	1
Grand Total	29	3	41	0	73	30	38	3	1	1	73

Figure 5.32

Status of Annual Budget for Non-book materials in Higher Secondary School Libraries in Karur District



	Type of School					School Category					
	Matric	CBSE	State Board	Others	Total	Government	Private	Aided	Municipality	A D W	Total
Grand Total	13	0	56	1	70	34	25	9	2	0	70
Rs.20001 & above	1	0	0	0	1	0	1	0	0	0	1
Rs.10001 to 20000	1	0	1	0	2	0	2	0	0	0	2
Rs.5001 to 10000	3	0	1	1	5	0	5	0	0	0	5
Rs.2001 to 5000	2	0	2	0	4	0	4	0	0	0	4
Rs.1001 to 2000	6	0	4	0	10	0	10	0	0	0	10
Re.1 to Rs.1000	0	0	48	0	48	34	3	9	2	0	48

Table 5.29

Status of Annual Budget for Magazines in High School and Higher Secondary School Libraries in Karur District

	High School							Higher Secondary School						
	Annual Budget for Magazines, Journals and Newspapers (In Rupees)							Annual Budget for Magazines, Journals and Newspapers (In Rupees)						
	1 to 1000	**1001 to 2000**	**2001 to 5000**	**5001 to 10000**	**10001 to 20000**	**20001 & above**	**Total**	**1 to 1000**	**1001 to 2000**	**2001 to 5000**	**5001 to 10000**	**10001 to 20000**	**20001 & above**	**Total**
Type of School														
Matriculation	4 (11.1%)	15 (71.4%)	9 (75%)	1 (50%)	0	0	29 (39.7%)	0	1 (5.9%)	7 (70%)	1 (50%)	2 (40%)	2 (100%)	13 (18.6%)
CBSE	0	0	0	1 (50%)	1 (100%)	1 (100%)	3 (4.1%)	0	0	0	0	0	0	0
State Board	32 (88.9%)	6 (28.6%)	3 (25%)	0	0	0	41 (56.2%)	34 (100%)	16 (94.1%)	3 (30%)	1 (50%)	2 (40%)	0	56 (80%)
Others	0	0	0	0	0	0	0	0	0	0	0	1 (20%)	0	1 (1.4%)
. School Category														
Government	30 (83.3%)	0	0	0	0	0	30 (41.1%)	34 (100%)	0	0	0	0	0	34 (48.6%)
Private	5 (13.9%)	17 (81%)	12 (100%)	2 (100%)	1 (100%)	1 (100%)	38 (52.1%)	0	6 (35.3%)	10 (100%)	2 (100%)	5 (100%)	2 (100%)	25 (35.7%)
Aided	0	3 (14.3%)	0	0	0	0	3 (4.1%)	0	9 (52.9%)	0	0	0	0	9 (12.9%)
Municipality	0	1 (4.8%)	0	0	0	0	1 (1.4%)	0	2 (11.8%)	0	0	0	0	2 (2.9%)
ADW	1 (2.8%)	0	0	0	0	0	1 (1.4%)	0	0	0	0	0	0	0
Total	**36 (100%)**	**21 (100%)**	**12 (100%)**	**2 (100%)**	**1 (100%)**	**1 (100%)**	**73 (100%)**	**34 (100%)**	**17 (100%)**	**10 (100%)**	**2 (100%)**	**5 (100%)**	**2 (100%)**	**70 (100%)**

Annual Budget for Magazines in High School Libraries

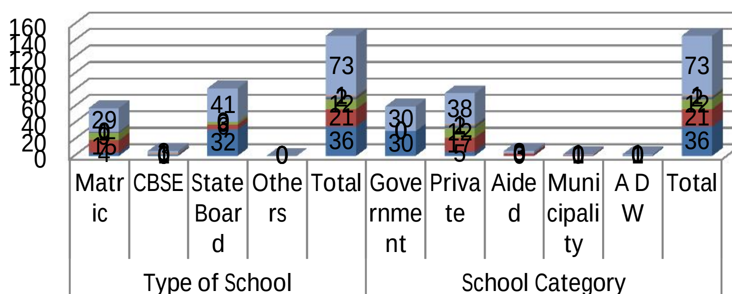
It is understood from the table 5.29 that 11.1% of matriculation schools, 88.9% of state board schools, 83.3% of government schools, 13.9% of private schools and 2.8% of ADW School libraries allot annual budget below one thousand rupees for magazines in their libraries which belong to high schools. However, 71.4% of matriculation schools, 28.6% of state board schools, 81% of private schools, 14.3% of aided schools and 4.8% of municipality school libraries allot annual budget between Rs.1001 to 2000 for magazines in their libraries that belong to high schools. Hence, 75% of matriculation schools, 25% of state board schools allot fund between Rs.2001 to 5000 for magazines in their libraries which belong to high schools. Thus, 50% of matriculation schools and CBSE School libraries allot fund between Rs.5001 to 10000 for magazines in their libraries which belong to high schools in Karur district.

Annual Budget for Magazines in Higher Secondary School Libraries

It is clear from the table 5.29 that 5.9% of matriculation schools, 94.1% of state board schools, 35.3% of private schools, 52.9% of aided schools and 11.8% of school libraries allot annual budget between Rs.1001 to 2000 in their libraries which belong to higher secondary schools. Thus, 70% of matriculation schools and 30% of state board school libraries allot fund between Rs.2001 to 5000 for magazines in their libraries that belong to higher secondary schools. However, 50% of matriculation schools and state board school libraries allot fund between Rs.5001 to 10000 for magazines in their libraries that belong to higher secondary school libraries. Hence, 40% of matriculation schools and state board schools, 20% of ICSE School libraries allot fund between Rs.10001 to 20000 for magazines in their libraries which belong to higher secondary school libraries in Karur district.

Figure 5.33

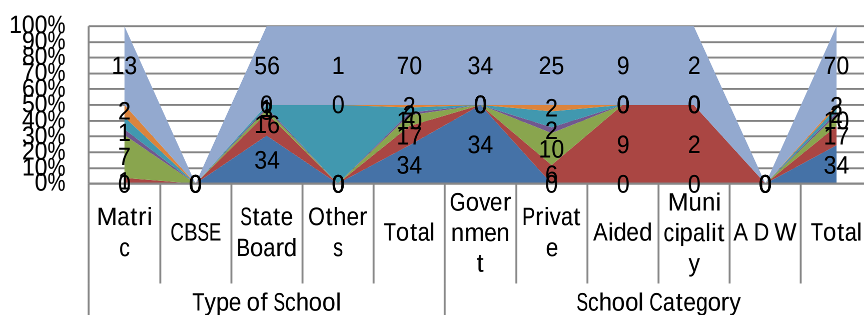
Status of Annual Budget for Magazines in High School Libraries in Karur District



	Type of School					School Category					
	Matric	CBSE	State Board	Others	Total	Government	Private	Aided	Municipality	A D W	Total
Grand Total	29	3	41	0	73	30	38	3	1	1	73
Rs.20001 & above	0	1	0	0	1	0	1	0	0	0	1
Rs.10001 to 20000	0	1	0	0	1	0	1	0	0	0	1
Rs.5001 to 10000	1	1	0	0	2	0	2	0	0	0	2
Rs.2001 to 5000	9	0	3	0	12	0	12	0	0	0	12
Rs.1001 to 2000	15	0	6	0	21	0	17	3	1	0	21
Re.1 to Rs.1000	4	0	32	0	36	30	5	0	0	1	36

Figure 5.34

Status of Annual Budget for Magazines in Higher Secondary School Libraries in Karur District



	Type of School					School Category					
	Matric	CBSE	State Board	Others	Total	Government	Private	Aided	Municipality	A D W	Total
Grand Total	13	0	56	1	70	34	25	9	2	0	70
Rs.20001 & above	2	0	0	0	2	0	2	0	0	0	2
Rs.10001 to 20000	2	0	2	1	5	0	5	0	0	0	5
Rs.5001 to 10000	1	0	1	0	2	0	2	0	0	0	2
Rs.2001 to 5000	7	0	3	0	10	0	10	0	0	0	10
Rs.1001 to 2000	1	0	16	0	17	0	6	9	2	0	17
Re.1 to Rs.1000	0	0	34	0	34	34	0	0	0	0	34

Table 5.30

Status of Annual Budget for Equipment in High School and Higher Secondary School Libraries in Karur District

	High School								Higher Secondary School							
	Annual Budget for Equipment (In Rupees)								Annual Budget for Equipment (In Rupees)							
	Nil	**1 to 5000**	**5001 to 10000**	**10001 to 15000**	**15001 to 20000**	**20001 to 40000**	**40001 & above**	**Total**	**Nil**	**1 to 5000**	**5001 to 10000**	**10001 to 15000**	**15001 to 20000**	**20001 to 40000**	**40001 & above**	**Total**
Type of School																
Matriculation	0	8 (100%)	11 (84.6%)	5 (83.3%)	4 (57.1%)	1 (50%)	0	29 (39.7%)	0	0	3 (75%)	1 (33.3%)	3 (37.5%)	4 (66.7%)	2 (66.7%)	13 (18.6%)
CBSE	0	0	0	0	0	1 (50%)	2 (100%)	3 (4.1%)	0	0	0	0	0	0	0	0
State Board	35 (100%)	0	2 (15.4%)	1 (16.7%)	3 (42.9%)	0	0	41 (56.2%)	45 (100%)	1 (100%)	1 (25%)	2 (66.7%)	5 (62.5%)	1 (16.7%)	1 (33.3%)	56 (80%)
Others	0	0	0	0	0	0	0	0	0	0	0	0	0	1 (16.7%)	0	1 (1.4%)
School Category																
Government	30 (85.7%)	0	0	0	0	0	0	30 (41.1%)	34 (75.6%)	0	0	0	0	0	0	34 (48.6%)
Private	0	8 (100%)	13 (100%)	6 (100%)	7 (100%)	2 (100%)	2 (100%)	38 (52.1%)	0	1 (100%)	4 (100%)	3 (100%)	8 (100%)	6 (100%)	3 (100%)	25 (35.7%)
Aided	3 (8.6%)	0	0	0	0	0	0	3 (4.1%)	9 (20%)	0	0	0	0	0	0	9 (12.9%)
Municipality	1 (2.9%)	0	0	0	0	0	0	1 (1.4%)	2 (4.4%)	0	0	0	0	0	0	2 (2.9%)
ADW	1 (2.9%)	0	0	0	0	0	0	1 (1.4%)	0	0	0	0	0	0	0	0
Total	**35 (100%)**	**8 (100%)**	**13 (100%)**	**6 (100%)**	**7 (100%)**	**2 (100%)**	**2 (100%)**	**73 (100%)**	**45 (100%)**	**1 (100%)**	**4 (100%)**	**3 (100%)**	**8 (100%)**	**6 (100%)**	**3 (100%)**	**70 (100%)**

Annual Budget for Equipment in High School Libraries

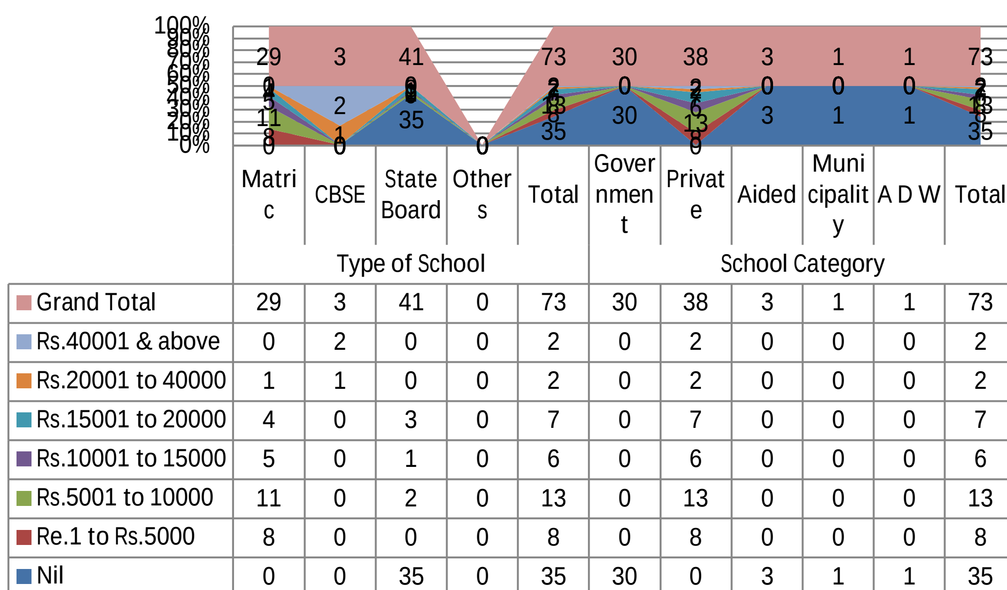
The table 5.30 shows that 85.7% of government schools, 8.6% of aided schools, 2.9% of municipality schools and 2.9% of ADW School libraries do not allot any fund for equipment in their libraries which belong to high schools. However, 84.6% of matriculation schools and 15.4% of state board schools allot fund between Rs.5001 to 10000 for equipment in their libraries that belong to high schools. Hence, 83.3% of matriculation schools, 16.7% of state board schools allot annual budget between Rs.10001 to 15000 for equipment in their libraries that belong to high schools. Thus, 57.1% of matriculation schools, 42.9% of state board schools allot fund between Rs.15001 to 20000 for equipment in their libraries that belong to high schools. However, 50% of matriculation schools and CBSE School libraries allot annual budget between Rs.20001 to 40000 for equipment in their libraries that belong to high schools in Karur district.

Annual Budget for Equipment in Higher Secondary School Libraries

The table 5.30 reveals that 75% of matriculation schools, 25% of state board school libraries allot annual budget between Rs.5001 to 10000 for equipment in their libraries that belong to higher secondary schools. Thus, 33.3% of matriculation schools, 66.7% of state board school libraries allot annual budget between Rs.10001 to 15000 for equipment in their libraries which belong to higher secondary schools. However, 37.5% of matriculation schools, 62.5% of state board school libraries allot annual budget between Rs.15001 to 20000 for equipment in their libraries which belong to higher secondary schools. Hence, 66.7% of matriculation schools, 16.7% of state board schools and ICSE School libraries allot fund between Rs.20001 to 40000 for equipment in their libraries which belong to higher secondary schools. Thus, 66.7% of matriculation schools, 33.3% of state board school libraries allot annual budget above 40001 for equipment in their libraries that belong to higher secondary schools in Karur district.

Figure 5.35

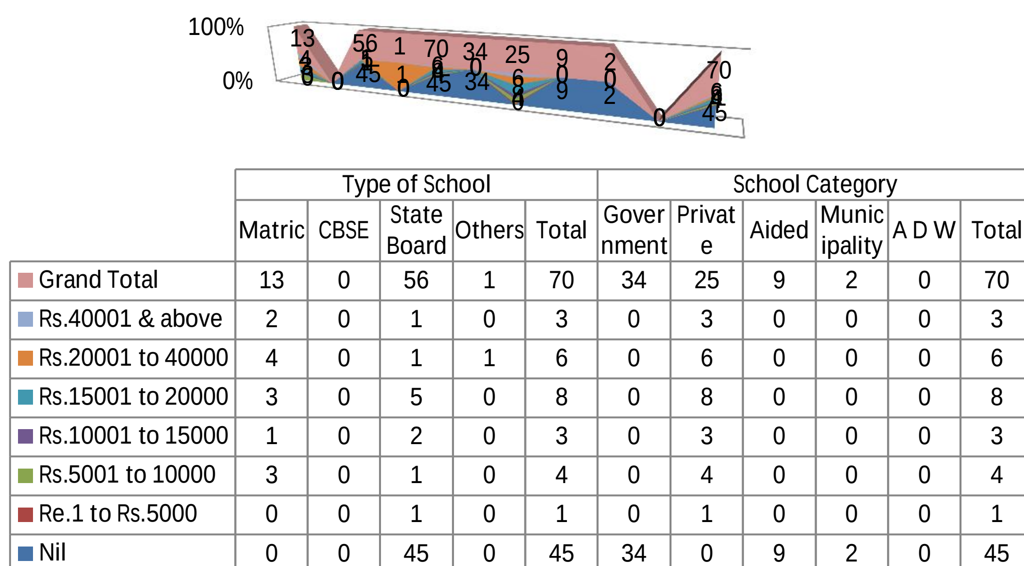
Status of Annual Budget for Equipment in High School Libraries in Karur District



	Type of School					School Category					
	Matric	CBSE	State Board	Others	Total	Government	Private	Aided	Municipality	A D W	Total
Grand Total	29	3	41	0	73	30	38	3	1	1	73
Rs.40001 & above	0	2	0	0	2	0	2	0	0	0	2
Rs.20001 to 40000	1	1	0	0	2	0	2	0	0	0	2
Rs.15001 to 20000	4	0	3	0	7	0	7	0	0	0	7
Rs.10001 to 15000	5	0	1	0	6	0	6	0	0	0	6
Rs.5001 to 10000	11	0	2	0	13	0	13	0	0	0	13
Re.1 to Rs.5000	8	0	0	0	8	0	8	0	0	0	8
Nil	0	0	35	0	35	30	0	3	1	1	35

Figure 5.36

Status of Annual Budget for Equipment in Higher Secondary School Libraries in Karur District



	Type of School					School Category					
	Matric	CBSE	State Board	Others	Total	Government	Private	Aided	Municipality	A D W	Total
Grand Total	13	0	56	1	70	34	25	9	2	0	70
Rs.40001 & above	2	0	1	0	3	0	3	0	0	0	3
Rs.20001 to 40000	4	0	1	1	6	0	6	0	0	0	6
Rs.15001 to 20000	3	0	5	0	8	0	8	0	0	0	8
Rs.10001 to 15000	1	0	2	0	3	0	3	0	0	0	3
Rs.5001 to 10000	3	0	1	0	4	0	4	0	0	0	4
Re.1 to Rs.5000	0	0	1	0	1	0	1	0	0	0	1
Nil	0	0	45	0	45	34	0	9	2	0	45

Table 5.31

Status of Annual Budget for Miscellaneous in High School and Higher Secondary School Libraries in Karur District

	High School								Higher Secondary School							
	Annual Budget for Miscellaneous (In Rupees)								Annual Budget for Miscellaneous (In Rupees)							
	Nil	**1 to 1000**	**1001 to 4000**	**4001 to 6000**	**6001 to 10000**	**10001 to 30000**	**30001 & above**	**Total**	**Nil**	**1 to 1000**	**1001 to 4000**	**4001 to 6000**	**6001 to 10000**	**10001 to 30000**	**30001 & above**	**Total**
Type of School																
Matriculation	0	3 (100%)	9 (75%)	13 (86.7%)	4 (80%)	0	0	29 (39.7%)	0	0	1 (20%)	6 (66.7%)	4 (57.1%)	1 (33.3%)	1 (100%)	13 (18.6%)
CBSE	0	0	0	0	0	2 (100%)	1 (100%)	3 (4.1%)	0	0	0	0	0	0	0	0
State Board	35 (100%)	0	3 (25%)	2 (13.3%)	1 (20%)	0	0	41 (56.2%)	45 (100%)	0	4 (80%)	3 (33.3%)	2 (28.6%)	2 (66.7%)	0	56 (80%)
Others	0	0	0	0	0	0	0	0	0	0	0	0	1 (14.3%)	0	0	1 (1.4%)
School Category																
Government	30 (85.7%)	0	0	0	0	0	0	30 (41.1%)	34 (75.6%)	0	0	0	0	0	0	34 (48.6%)
Private	0	3 (100%)	12 (100%)	15 (100%)	5 (100%)	2 (100%)	1 (100%)	38 (52.1%)	0	0	5 (100%)	9 (100%)	7 (100%)	3 (100%)	1 (100%)	25 (35.7%)
Aided	3 (8.6%)	0	0	0	0	0	0	3 (4.1%)	9 (20%)	0	0	0	0	0	0	9 (12.9%)
Municipality	1 (2.9%)	0	0	0	0	0	0	1 (1.4%)	2 (4.4%)	0	0	0	0	0	0	2 (2.9%)
ADW	1 (2.9%)	0	0	0	0	0	0	1 (1.4%)	0	0	0	0	0	0	0	0
Total	**35 (100%)**	**3 (100%)**	**12 (100%)**	**15 (100%)**	**5 (100%)**	**2 (100%)**	**1 (100%)**	**73 (100%)**	**45 (100%)**	**0**	**5 (100%)**	**9 (100%)**	**7 (100%)**	**3 (100%)**	**1 (100%)**	**70 (100%)**

Annual Budget for Miscellaneous in High School Libraries

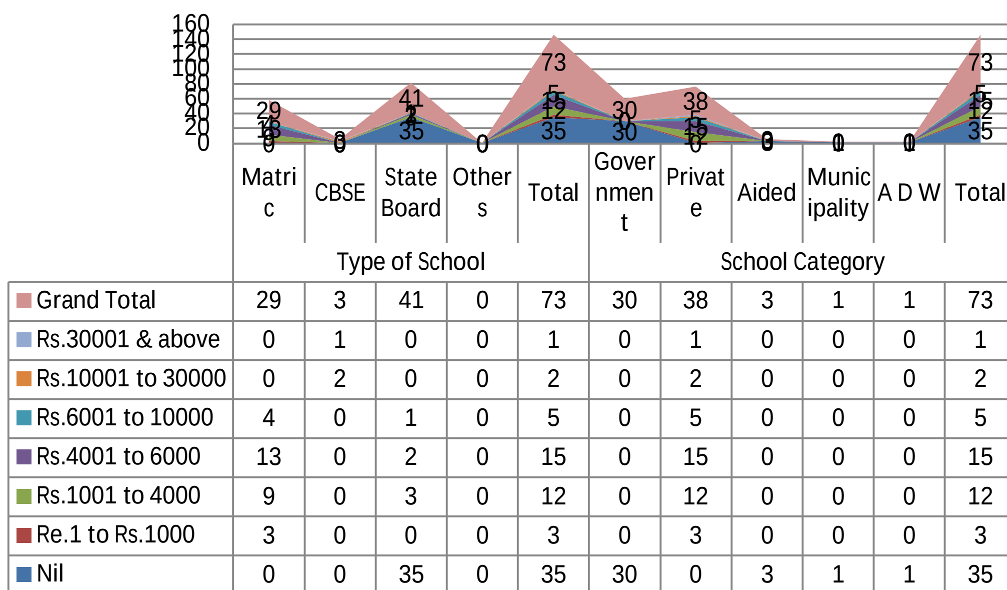
The table 5.31 shows that 85.7% of government schools, 8.6% of aided schools, 2.9% of municipality schools and 2.9% of ADW School libraries do not allot any fund for miscellaneous expenses in their libraries that belong to high schools. However, 75% of matriculation schools, 25% of state board school libraries allot annual budget between Rs.1001 to 4000 for miscellaneous expenses in their libraries which belong to high schools. Hence, 86.7% of matriculation schools, 13.3% of state board school libraries allot fund between Rs.4001 to 6000 for miscellaneous expenses in their libraries that belong to high schools. Thus, 80% of matriculation schools, 20% of state board school libraries allot fund between Rs.6001 to 10000 for miscellaneous expenses in their libraries which belong to high schools in Karur district.

Annual Budget for Miscellaneous in Higher Secondary School Libraries

It is understood from the table 5.31 that 75.6% of government schools, 20% of aided schools, 4.4% of municipality school libraries do not allot any fund for miscellaneous expenses in their libraries which belong to higher secondary schools. Hence, 20% of matriculation schools, 80% of state board school libraries allot budget between Rs.1001 to 4000 for miscellaneous expenses in their libraries which belong to higher secondary schools. Thus, 66.7% of matriculation schools, 33.3% of state board school libraries allot fund between Rs.4001 to 6000 for miscellaneous expenses in their libraries that belong to higher secondary schools. However, 57.1% of matriculation schools, 28.6% of state board schools, 14.3% of ICSE School libraries allot fund between Rs.6001 to 10000 for miscellaneous expenses in their libraries that belong to higher secondary schools. Hence, 33.3% of matriculation schools, 66.7% of state board school libraries allot fund between Rs.10001 to 30000 for miscellaneous expenses in their libraries which belong to higher secondary schools in Karur district.

Figure 5.37

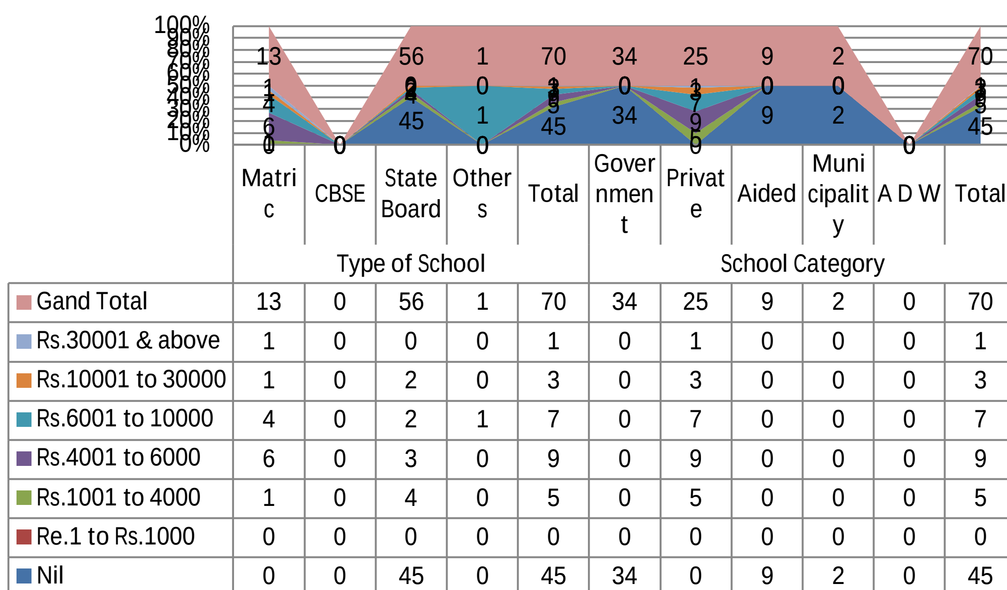
Status of Annual Budget for miscellaneous in High School Libraries in Karur District



	Type of School					School Category					
	Matric	CBSE	State Board	Others	Total	Government	Private	Aided	Municipality	A D W	Total
Grand Total	29	3	41	0	73	30	38	3	1	1	73
Rs.30001 & above	0	1	0	0	1	0	1	0	0	0	1
Rs.10001 to 30000	0	2	0	0	2	0	2	0	0	0	2
Rs.6001 to 10000	4	0	1	0	5	0	5	0	0	0	5
Rs.4001 to 6000	13	0	2	0	15	0	15	0	0	0	15
Rs.1001 to 4000	9	0	3	0	12	0	12	0	0	0	12
Re.1 to Rs.1000	3	0	0	0	3	0	3	0	0	0	3
Nil	0	0	35	0	35	30	0	3	1	1	35

Figure 5.38

Status of Annual Budget for Miscellaneous in Higher Secondary School Libraries in Karur District



	Type of School					School Category					
	Matric	CBSE	State Board	Others	Total	Government	Private	Aided	Municipality	A D W	Total
Gand Total	13	0	56	1	70	34	25	9	2	0	70
Rs.30001 & above	1	0	0	0	1	0	1	0	0	0	1
Rs.10001 to 30000	1	0	2	0	3	0	3	0	0	0	3
Rs.6001 to 10000	4	0	2	1	7	0	7	0	0	0	7
Rs.4001 to 6000	6	0	3	0	9	0	9	0	0	0	9
Rs.1001 to 4000	1	0	4	0	5	0	5	0	0	0	5
Re.1 to Rs.1000	0	0	0	0	0	0	0	0	0	0	0
Nil	0	0	45	0	45	34	0	9	2	0	45

Table 5.32

T test applied to know Annual Budget in High School and Higher Secondary School Libraries in Karur District

School Level	Mean	S.D	Statistical inference
Books			
High School (n=73)	17575.34	28545.246	T=-1.334 Df=141 .184>0.05 Not Significant
Higher Secondary School (n=70)	24685.71	34988.007	
Non Book Materials			
High School (n=73)	1658.90	3274.728	T=-1.275 Df=141 .205>0.05 Not Significant
Higher Secondary School (n=70)	2500.00	4539.680	
Magazines, Journals and Newspapers			
High School (n=73)	2363.01	3398.591	T=-1.321 Df=141 .189>0.05 Not Significant
Higher Secondary School (n=70)	3314.29	5083.485	
Equipment (e.g.. Computers, Furniture etc.,)			
High School (n=73)	8123.29	12867.860	T=-.702 Df=141 .484>0.05 Not Significant
Higher Secondary School (n=70)	10071.43	19753.790	
Others (Miscellaneous)			
High School (n=73)	3609.59	7457.401	T=.261 Df=141 .795>0.05 Not Significant
Higher Secondary School (n=70)	3285.71	7386.127	

Statistical test

‘t’ test was used for the table 5.32

Hypotheses

There is no significant difference between high school and higher secondary schools and the annual budget for books in school libraries

There is no significant difference between high school and higher secondary schools and the annual budget for non-book materials in school libraries

There is no significant difference between high school and higher secondary schools and the annual budget for magazines in school libraries

There is no significant difference between high school and higher secondary schools and the annual budget for equipment in school libraries

There is no significant difference between high school and higher secondary schools and the annual budget for miscellaneous in school libraries

Findings

The table 5.32 reveals that there is no significant difference between high school and higher secondary schools and the budget forbooks, non-book Materials,magazines,and equipment and miscellaneous. However, the calculated value is greater than table value ($p>0.05$). Hence, the null hypothesis is accepted and the research hypothesis is rejected. It means that a sample has been observed that is plausible assuming the null is true. The conclusion is that the null is acceptable and not enough evidence is available to suggest the null is false.

Table 5.33

Status of Advisory Committee, Book Selection Policy and Book Fair in High School and Higher Secondary School Libraries in Karur District

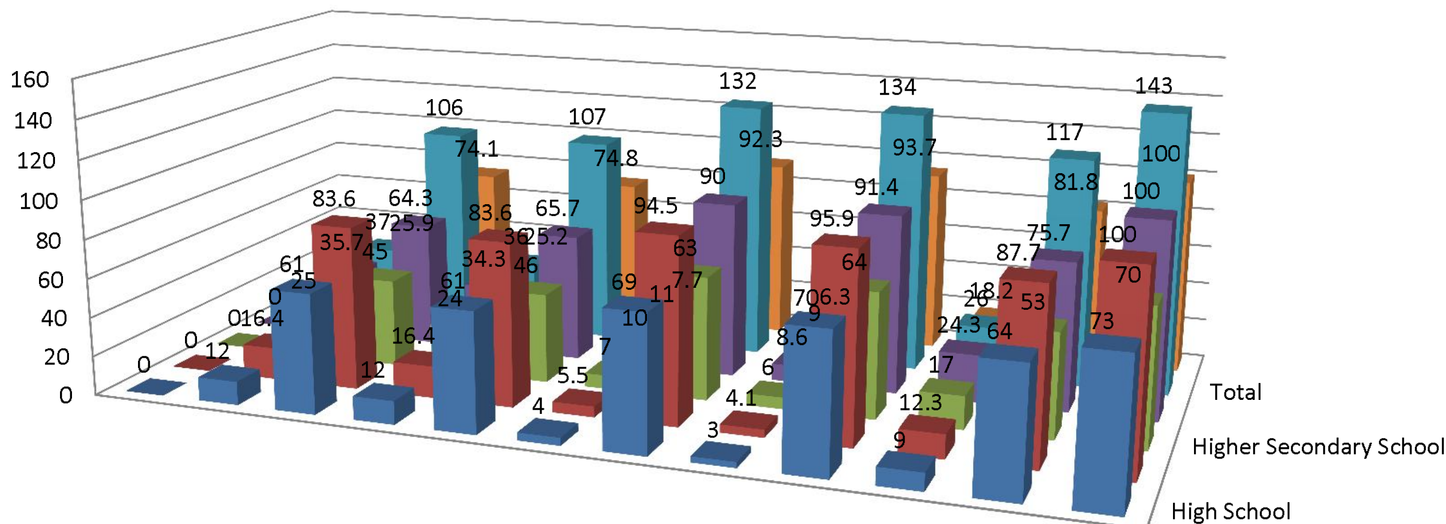
Particulars	Availability	High School		Higher Secondary School		Total	%
		Count	%	Count	%		
Advisory Committee	Yes	12	16.4%	25	35.7%	37	25.9%
	No	61	83.6%	45	64.3%	106	74.1%
Book Selection Policy	Yes	12	16.4%	24	34.3%	36	25.2%
	No	61	83.6%	46	65.7%	107	74.8%
Unscheduled Visits	Yes	4	5.5%	7	10.0%	11	7.7%
	No	69	94.5%	63	90.0%	132	92.3%
Holiday Project Work	Yes	3	4.1%	6	8.6%	9	6.3%
	No	70	95.9%	64	91.4%	134	93.7%
Book Fair	Yes	9	12.3%	17	24.3%	26	18.2%
	No	64	87.7%	53	75.7%	117	81.8%
Total		73	100.0%	70	100.0%	143	100.0%

The table 5.33 shows that 16.4% of High School Libraries and 35.7% of Higher Secondary School Libraries have an advisory committee, 16.4% of High School Libraries and 34.3% of Higher Secondary School Libraries have book selection policy, 5.5% High School Libraries and 10.0% of Higher Secondary School Libraries allow unscheduled visits, 4.1% of High School Libraries and 8.6% of Higher Secondary School Libraries give holiday project work in Karur District. However, 12.3% of High School Libraries and 24.3% of Higher Secondary School Libraries conduct a book fair every year in Karur District. Totally, 25.9% of school libraries have an advisory committee, 25.2% of school libraries have book selection policy, 7.7% of school libraries allow unscheduled visits, and 6.3% of school libraries give holiday project work to students and 18.2% of school libraries conduct a book fair every year in Karur District.

Hence, 83.6% of High School Libraries and 64.3% of Higher Secondary School Libraries have no advisory committee, 83.6% of High School Libraries and 65.7% of Higher Secondary School Libraries do not have book selection policy, 94.5% High School Libraries and 90.0% of Higher Secondary School Libraries do not allow unscheduled visits, 95.9% of High School Libraries and 91.4% of Higher Secondary School Libraries do not give holiday project work in Karur District. However, 87.7% of High School Libraries and 75.7% of Higher Secondary School Libraries do not conduct a book fair every year in Karur District. Totally, 74.1% of school libraries do not have an advisory committee, 74.8% of school libraries do not have book selection policy, 92.3% of school libraries do not allow unscheduled visits, and 93.7% of school libraries do not give holiday project work to students and 81.8% of school libraries do not conduct a book fair every year in Karur District.

Figure 5.39

Status of Advisory Committee, Book Selection Policy , Holiday Project and Book fair in High School and Higher Secondary School Libraries in Karur District



	Particulars	Advisory Committee		Book Selection Policy		Unscheduled Visits		Holiday Project Work		Book Fair		Total
	Availability	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
High School	0	12	61	12	61	4	69	3	70	9	64	73
	0	16.4	83.6	16.4	83.6	5.5	94.5	4.1	95.9	12.3	87.7	100
Higher Secondary School	0	25	45	24	46	7	63	6	64	17	53	70
	0	35.7	64.3	34.3	65.7	10	90	8.6	91.4	24.3	75.7	100
Total		37	106	36	107	11	132	9	134	26	117	143
%		25.9	74.1	25.2	74.8	7.7	92.3	6.3	93.7	18.2	81.8	100

Table 5.34

Chi Square Test applied to know Advisory Committee, Book Selection Policy and Book Fair in High Schooland Higher Secondary School Libraries in Karur District

	High School ***(n=73)***	**Higher Secondary School** ***(n=70)***	**Total** ***(n=143)***	**Statistical inference**
Advisory Committee				
Yes	12(16.4%)	25(35.7%)	37(25.9%)	X^2=6.923 Df=1 .009<0.05 Significant
No	61(83.6%)	45(64.3%)	106(74.1%)	
Book Selection Policy				
Yes	12(16.4%)	24(34.3%)	36(25.2%)	X^2=6.043 Df=1 .014<0.05 Significant
No	61(83.6%)	46(65.7%)	107(74.8%)	
Unscheduled Visits				
Yes	4(5.5%)	7(10%)	11(7.7%)	X^2=1.028 Df=1 .311>0.05 Not Significant
No	69(94.5%)	63(90%)	132(92.3%)	
Holiday Projects				
Yes	3(4.1%)	6(8.6%)	9(6.3%)	X^2=1.206 Df=1 .272>0.05 Not Significant
No	70(95.9%)	64(91.4%)	134(93.7%)	
Book Fair				
Yes	9(12.3%)	17(24.3%)	26(18.2%)	X^2=3.434 Df=1 .064>0.05 Not Significant
No	64(87.7%)	53(75.7%)	117(81.8%)	

Statistical test

Chi-square test was used for the table 5.34

Hypotheses

There is a significant association between high school and higher secondary schools and library advisory committee

There is a significant association between high school and higher secondary schools and library book selection policy

Findings

The table 5.34 reveals that there is a significant association between high school and higher secondary schools and library advisory committee, book selection policy. However, the calculated value is less than table value ($p<0.05$). Hence, the research hypothesis is accepted and the null hypothesis is rejected. It means that a sample that has been observed that disagrees with the null hypothesis enough to allow concluding it is false and the alternate hypothesis is true.

Hypotheses

There is no significant association between high school and higher secondary schools and library unscheduled visits

There is no significant association between high school and higher secondary schools and school library holiday project work

There is no significant association between high school and higher secondary schools and school library book fair

Findings

The table 5.34 reveals that there is no significant association between high school and higher secondary schools and school library unscheduled visits, holiday project work for students, book fair. However, the calculated value is greater than table value ($p>0.05$). Hence, the research hypothesis is rejected and the null hypothesis is accepted. It means that a sample has been observed that is plausible assuming the null is true. The conclusion is that the null is acceptable and not enough evidence is available to suggest the null is false.

6. FINDINGS, RECOMMENDATIONS AND CONCLUSION

The most important recommendation of this study is that two different disciplines or processes, called the educational process and the library process should work closely together at local, national and international level, in order to achieve an improvement in educational quality and academic achievement in a globalised society. However, this survey is conducted with reference to 143 Schools. Among 143 Schools, 73 (51.04%) Schools are High schools and 70 (48.95%) Schools are Higher Secondary Schools. The study explains about Matriculation, CBSE, State Board and ICSE Schools which have Library in Karur District. Hence, 29.4% of Matriculation Schools have Library in Karur District, 2.1% of CBSE Schools have Library, 67.8% of State Board Schools have Library and 0.7% of ICSE School has Library in Karur District. However, 44.8% of Government Schools have Library in Karur District, 44.1% of Private Schools have Library, 8.4% of Aided Schools have Library, 2.1% of Municipality Schools have Library and 0.7% of A D W School has Library in Karur District. Thus, 39.7% of matriculation schools belong to high school and 18.6% of matriculation schools belong to higher secondary school. Hence, 4.1% of CBSE schools belong to high school, 56.2% of state board schools, 41.1% of government schools, 52.1% of private schools, 4.1% of aided schools, 1.4% of ADW School and 1.4% of municipality schools belong to high school. However, 80% of state board schools, 48.6% of government schools, 35.7% of private schools, 12.9% of aided schools and 2.9% of municipality schools belong to higher secondary schools.

6.1. SUMMARY OF FINDINGS

This survey is conducted with reference to 143 Schools. Among 143 Schools, 73 (51.04%) Schools are High schools and 70 (48.95%) Schools are Higher Secondary Schools. The study explains about Matriculation, CBSE, State Board and ICSE Schools which have Library in Karur District. Hence, 29.4% of Matriculation Schools have Library in Karur District, 2.1% of CBSE Schools have Library, 67.8% of State Board Schools have Library and 0.7% of ICSE School has Library in Karur District. However, 44.8% of Government Schools have Library in Karur District, 44.1% of Private Schools have Library, 8.4% of Aided Schools have Library, 2.1% of Municipality Schools have Library and 0.7% of A D W School has Library in Karur District. Thus, 39.7% of matriculation schools belong to high school and 18.6% of matriculation schools belong to higher secondary school. Hence, 4.1% of CBSE schools belong to high school, 56.2% of state board schools, 41.1% of government schools, 52.1% of private schools, 4.1% of aided schools, 1.4% of ADW School and 1.4% of municipality schools belong to high school. However, 80% of state board schools, 48.6% of government schools, 35.7% of private schools, 12.9% of aided schools and 2.9% of municipality schools belong to higher secondary schools.

Table 6.1

Status of Physical Infrastructure of High School and Higher Secondary School Libraries in Karur District

S.No	Category	High Schools	%	Hr.Sec. Schools	%
1	Size (In Square Feet)	17150	43.14	22600	56.85
2	Number of Racks	335	39.97	503	60.02
3	Number of Reading Tables	207	42.07	285	57.92
4	Number of Chairs	862	41.92	1194	58.07
5	Number of Magazine Stands	739	42.37	1005	57.62

The study reveals that 43.14% of High Schools and 56.85% of Higher Secondary Schools have a separate Library, 39.97% of Racks are available in

High School Libraries and 60.02% of Racks are available in Higher Secondary School Libraries in Karur District. Hence, 42.07% of Reading Tables are available in High School Libraries and 57.92% of Reading Tables are available in Higher Secondary School Libraries in Karur District, 41.92% of Chairs are available in High School Libraries and 58.07% of Chairs are available in Higher Secondary School Libraries in Karur District, 42.37% of Magazine Stands are available in High School Libraries and 57.62% of Magazine Stands are available Higher Secondary School Libraries in Karur District.

6.1.1. Library Size of High Schools in Karur District

The study reveals that 88.2% of government school, 5.9% of aided school, 2.9% of municipality school and 2.9% of ADW schools do not have a library in their libraries which belong to high school in Karur district. Hence, 74.1% of matriculation school, 25.9% of state board school, 96.3% of private school, and 3.7% of aided schools possess a library with 1 to 500 square feet in their libraries which belong to high school. However, 81.8% of matriculation schools, 18.2% of CBSE Schools have a library with 501 to 1000 square feet in their libraries which belong to high school in Karur district.

6.1.2 Library Size of Higher Secondary Schools in Karur District

It is understood from the study that 97.1% of government schools, 2.9% of aided schools do not have a library in their libraries which belong to higher secondary school in Karur district. Hence, 6.7% of matriculation school, 93.3% of state board school, 53.3% of private school, 33.3% of aided school and 13.3% of municipality school libraries have a library with 1 to 500 square feet. However, 46.7% of Matriculation School and state board school, 6.7% of ICSE School, 80% of private school and 20% of aided school libraries have a library with 501 to

1000 square feet in their libraries which belong to higher secondary schools. However, 3 matriculation school and private school libraries have a library with 1001 to 1500 square feet. Thus, 2 matriculation school and private school libraries have a library with 1501 square feet and above in their libraries that belong to higher secondary schools in Karur district.

6.1.3. Racks in High School Libraries

It is understood from the study that 33.3% of matriculation schools, 66.7% of state board school, 52.6% of government school, 38.6% of private school, 5.3% of aided school, 1.8% of municipality school and 1.8% of ADW school libraries possess 1 to 5 Racks in their libraries that belong to high school. Hence, 62.5% of matriculation schools, 37.5% of state board school libraries possess 6 to 10 Racks in their libraries which belong to high school in Karur district. However, 71.4% of matriculation schools, 28.6% of CBSE School libraries possess 11 to 20 racks in their libraries which belong to high school. Thus, only one CBSE and private school library has more than 21 racks in their libraries which belong to high school in Karur district.

6.1.4. Racks in Higher Secondary School Libraries

It is clear from the study that 42 state board schools, 81% of government schools, 9.5% of private schools, 7.1% of aided schools, 2.4% of municipality school school libraries possess 1 to 5 racks in their libraries which belong to higher secondary schools. Thus, 27.3% of matriculation schools, 72.7% of state board schools, 63.6% of private schools, 27.3% of aided schools and 9.1% of municipality school libraries possess 6 to 10 racks in their libraries which belong to higher secondary schools. Hence, 50% of matriculation schools, 42.9% of state board schools, 7.1% of ICSE Schools, 78.6% of private schools, 21.4% of aided

school libraries have 11 to 20 racks in their libraries which belong to higher secondary schools. Thus, 3 matriculation and private school libraries possess more than 21 racks in their libraries that belong to higher secondary schools in Karur district.

6.1.5. Reading Tables in High School Libraries

The study reveals that 36.9% of matriculation schools, 63.1% of state board schools, 46.2% of government and private schools, 4.6% of aided schools 1.5% of municipality schools and 1.5% of ADW school libraries possess 1 to 5 reading tables in their libraries that belong to high schools. However, 83.3% of matriculation schools, 16.7% of CBSE Schools and 6 private school libraries have 6 to 10 reading tables in their libraries that belong to high schools. Hence, 2 CBSE Schools and 2 private school libraries possess more than 11 to 20 reading tables in their libraries which belong to high schools in Karur district.

6.1.6. Reading Tables in Higher Secondary School Libraries

It can be realized from the study that 7.4% of matriculation schools, 92.6% of state board schools, 63% of government schools, 22.2% of private schools, 11.1% of aided schools and 3.7% of municipality school libraries possess 1 to 5 reading tables in their libraries which belong to higher secondary schools. However, 55.6% of matriculation schools, 44.4% of state board schools, 77.8% of private schools and 22.2% of aided school libraries possess 6 to 10 reading tables in their libraries that belong to higher secondary schools. Thus, 57.1% of matriculation schools, 28.6% of state board schools, 14.3% of ICSE Schools, 85.7% of private schools and 14.3% of aided school libraries possess 11 to 20 reading tables in their libraries which belong to higher secondary schools in Karur district.

6.1.7. Chairs in High School Libraries

The study reveals that 26.5% of matriculation schools, 73.5% of state board schools, 55.1% of government schools, 36.7% of private schools, 4.1% of aided schools, 2% of municipality schools and 2% of ADW School libraries possess 1 to 10 chairs in their libraries that belong to high schools. However, 68.8% of matriculation schools, 31.3% of state board schools, 18.8% of government schools, 75% of private schools and 6.3% of aided school libraries possess 11 to 20 chairs in their libraries which belong to high schools. Hence, 3 matriculation and private school libraries have 21 to 30 chairs in their libraries that belong to high schools. Thus, 66.7% of matriculation schools, 33.3% of CBSE Schools possess 31 to 40 chairs in their libraries which belong to high school. However, 2 CBSE and private school libraries possess more than 41 chairs in their libraries which belong to high school libraries in Karur district.

6.1.8. Chairs in Higher Secondary School Libraries

The present study reveals that 92.9% of government schools, 3.6% of private schools and 3.6% of aided school libraries possess 1 to 10 chairs in their libraries which belong to higher secondary schools. However, 15.4% of matriculation schools, 84.6% of state board schools, 30.8% of government schools, 42.3% of private schools, 19.2% of aided schools and 7.7% of municipality school libraries have 11 to 20 chairs in their libraries that belong to higher secondary school libraries. Thus, 60% of matriculation schools, 40% of state board schools, 80% of private schools and 20% of aided school libraries possess 21 to 30 chairs in their libraries that belong to higher secondary schools. Hence, 50% of matriculation schools and state board schools, 75% of private schools and 25% of aided school libraries have 31 to 40 chairs in their libraries which belong to higher secondary school libraries. Thus, 57.1% of matriculation schools, 28.6% of state board schools, 14.3% of ICSE Schools, 85.7% of private

schools and 14.3% of aided school libraries possess more than 41 chairs in their libraries which belong to higher secondary school libraries in Karur district.

6.1.9. Magazine Stands in High School Libraries

It is understood from the study that 31.5% of matriculation schools, 68.5% of state board schools, 50% of government schools, 42.6% of private schools, 3.7% of aided schools, 1.9% of municipality schools and 1.9% of ADW School libraries possess 1 to 10 magazine stands in their libraries which belong to high schools. However, 73.3% of matriculation schools, 26.7% of state board schools, 20% of government schools, 73.3% of private schools and 6.7% of aided schools possess 11 to 20 magazine stands in their libraries that belong to high schools. Hence, 33.3% of matriculation schools, 66.7% of CBSE School libraries possess 21 to 30 magazine stands in their libraries that belong to high school libraries. Thus, 1 CBSE School and Private school library has more than 31 magazine stands in their libraries that belong to high schools in Karur district.

6.1.10. Magazine Stands in Higher Secondary School Libraries

It is revealed from the study that 76.7% of government schools, 20% of private schools, 3.3% of aided school libraries possess 1 to 10 magazine stands in their libraries that belong to higher secondary schools. Hence, 23.3% of matriculation schools, 76.7% of state board schools, 36.7% of government and private schools, 23.3% of aided schools and 3.3% of municipality school libraries have 11 to 20 magazine stands in their libraries that belong to higher secondary schools. Hence, 50% of matriculation schools, state board schools, 66.7% of private schools, 16.7% of aided schools and municipality school libraries have 21 to 30 magazine stands in their libraries which belong to higher secondary school libraries. Thus, 75% of matriculation schools, 25% of ICSE Schools and 4 private

school libraries possess more than 31 magazine stands in their libraries which belong to higher secondary schools in Karur district.

6.1.11. Facilities in High School and Higher Secondary School Libraries

From the study, It is evident that 30.01% of High Schools have reading room and 47.1% of Higher Secondary Schools have reading room in their Library in Karur District, 89.0% of High Schools and 82.9% of Higher Secondary Schools have Electricity Facility in their Library in Karur District, 100% of High Schools and Higher Secondary Schools have Water Facility in their Library in Karur District, 91.8% of High School Libraries and 90.0% of Higher Secondary School Libraries have Toilet Facility in Karur District, 20.5% of High School Libraries and 44.3% of Higher Secondary School Libraries have Computer Access Area in Karur District.

Table 6.2

Current Status of Library Collection in High School and Higher Secondary School Libraries in Karur District

S.No	Collection	High Schools	%	Hr.Sec. Schools	%
1	Books	77035	38.53	122887	61.46
2	Non-Book Materials	5332	40.29	7899	59.70
3	Magazines	231	35.75	415	64.24
4	Reference Books	6898	38.49	11023	61.50
5	Back Volumes	1863	35.31	3412	64.68
6	Newspapers	102	47.00	115	52.99

The study reveals that 38.53% of Books are available in High School Libraries and 61.46% of Books are available in Higher Secondary School Libraries in Karur District, 40.29% of Non-Book Materials are available in High School Libraries and 59.70% of Non-Book Materials are available in Higher Secondary School Libraries, 35.75% of Magazines are subscribed by High School

Libraries and 64.24% of Magazines are subscribed by Higher Secondary School Libraries, 38.49% of Reference books are available in High School Libraries and 61.50% of Reference books are available in Higher Secondary School Libraries, 35.31% of Back Volumes are available in High School Libraries and 64.68% of Back Volumes are available in Higher Secondary School Libraries, 47% of High School Libraries get Newspapers and 52.99% of Higher Secondary School Libraries get Newspapers in Karur District.

Table 6.3

Status of Periodical Collection in High School and Higher Secondary School Libraries in Karur District

S.No	Periodicals	High Schools	%	Hr.Sec. Schools	%
1	Weekly	71	39.01	111	60.98
2	Fortnightly	60	36.36	105	63.63
3	Monthly	69	32.39	144	67.60
4	Others	31	35.63	56	64.36

From the study, It can be observed that 39.01% of Weekly Magazines are subscribed by High School Libraries and 60.98% of Weekly Magazines are subscribed by Higher Secondary School Libraries, 36.36% of Fortnightly Magazines are subscribed by High School Libraries and 63.63% of Fortnightly Magazines are subscribed by Higher Secondary School Libraries. Hence, 32.39% of Monthly Magazines are subscribed by High School Libraries and 67.60% of Monthly Magazines are subscribed by Higher Secondary School Libraries in Karur District. Thus, Like once in a Year, Twice in a Year, 35.63% of Magazines are subscribed by High School Libraries and 64.36% of Magazines are subscribed by Higher Secondary School Libraries in Karur District.

6.1.12. Books in High School Libraries

It is inferred from the study that 23.5% of matriculation schools, 76.5% of state board schools, 58.8% of government schools, 33.3% of private schools, 3.9% of aided schools and 1% of ADW school libraries have books with 1 to 1000 books in their libraries which belong to high schools in Karur district. Hence, 85.7% of matriculation schools, 14.3% of state board schools, 92.9% of private schools, 7.1% of aided school libraries have books with 1001 to 3000 books in their libraries which belong to high schools. However, 71.4% of matriculation schools, 28.6% of CBSE schools and 7 private schools have books with 3001 to 5000 books in their libraries which belong to high schools. Only one CBSE school has more than 5001 books in the library that belongs to high school in Karur district.

6.1.13. Books in Higher Secondary School Libraries

It is inferred from the study that 37 state board schools, 91.9% of government schools, 2.7% of private schools, 5.4% of aided school libraries have books with 1 to 1000 books in their libraries which belong to higher secondary schools in Karur district. Hence, 22.2% of matriculation schools, 77.8% of state board schools, 66.7% of private schools, 22.2% of aided schools and 11.1% of municipality school libraries have books with 1001 to 3000 books in their libraries which belong to higher secondary schools. However, 50% of matriculation schools, 50% of state board schools and 70% of private schools and 30% of aided school libraries have books with 3001 to 5000 books in their libraries which belong to higher secondary schools. Thus, 80% of matriculation schools and 20% of ICSE Schools and 5 private school libraries have books more than 5001 books in their library that belongs to higher secondary school in Karur district.

6.1.14. Non Book Materials in High School Libraries

It is inferred from the study that 30.5% of matriculation school, 69.5% of state board school, 50.8% of government school, 40.7% of private school, 5.1% of aided school, 1.7% of municipality school and 1.7% of ADW School libraries have non-book materials with 1 to 100 in their libraries which belong to high school in Karur district. Hence, 9 matriculation and private school libraries possess non book materials with 101 to 300 in their libraries which belong to high schools. However, 2 CBSE School and private school libraries possess non book materials with 301 to 400 in their libraries. Thus, 66.7% of matriculation schools, 33.3% of CBSE school libraries have non book materials above 401 in their libraries which belong to high school in Karur district.

6.1.15. Non Book Materials in Higher Secondary School Libraries

It is inferred from the study that 47 state board school, 72.3% of government school, 12.8% of private school, 10.6% of aided school and 4.3% of municipality school libraries possess non book materials with 1 to 100 in their libraries which belong to higher secondary schools. Hence, 40% of matriculation schools, 53.3% of state board school, 6.7% of ICSE School, 73.3% of private school, 26.7% of aided school libraries possess non book materials with 101 to 300 in their libraries which belong to higher secondary schools. However, 75% of matriculation school and 25% of state board school libraries have non book materials with 301 to 400 in their libraries that belong to higher secondary schools. Thus, 4 matriculation school libraries possess non book materials above 401 in their libraries that belong to higher secondary in Karur district.

6.1.16. Magazines in High School Libraries

It can be inferred from the study that 5% of matriculation school, 95% of state board school, 80% of government school, 5% of private school, 10% of aided school and 5% of ADW School libraries do not subscribe any magazine in their libraries which belong to high schools in Karur district. Hence, 51.2% of

matriculation school, 48.8% of state board school, 30.2% of government school, 65.1% of private school, 2.3% of aided school and 2.3% of municipality school libraries subscribe 1 to 5 magazines in their libraries which belong to high schools. However, 75% of matriculation and private school, 25% of CBSE and Government School libraries subscribe 6 to 10 magazines in their libraries which belong to high schools. Thus, 75% of matriculation school, 25% of CBSE School and 4 private school libraries subscribe 11 to 20 magazines in their libraries that belong to high schools. Thus, 2 CBSE and private School libraries subscribe more than 21 magazines in their libraries that belong to high schools.

6.1.17. Magazines in Higher Secondary School Libraries

It can be inferred from the study that 26 state board schools, 92.3% of government school, 7.7% of aided school libraries do not subscribe any magazine for their libraries which belong to higher secondary schools. Hence, 20 state board schools, 45% of government school, 30% of private schools, 20% of aided schools, 5% of municipality school libraries subscribe 1 to 5 magazines in their libraries that belong to higher secondary schools. However, 16.7% of matriculation, municipality and government school, 83.3% of state board school and 66.7% of private school libraries subscribe 6 to 10 magazines which belong to higher secondary school libraries. Thus, 61.5% of matriculation schools, 30.8% of state board school, 7.7% of ICSE School, 76.9% of private school, 23.1% of aided school libraries subscribe 11 to 20 magazines in their libraries that belong to higher secondary schools. Hence, 80% of matriculation school, 20% of state board school and 5 private school libraries subscribe more than 21 magazines in their libraries which belong to higher secondary schools in Karur district.

6.1.18. Reference Books in High School Libraries

It can be inferred from the study that 28.6% of matriculation school, 71.4% of state board school, 53.6% of government school, 39.3% of private school, 3.6% of aided school, 1.8% of municipality school and 1.8% of ADW

School libraries possess 1 to 100 reference books in their libraries which belong to high school in Karur district. Hence, 80% of matriculation and private school, 20% of state board and aided school libraries have 101 to 200 reference books in their libraries that belong to high schools. However, 4 matriculation and private schools possess 201 to 300 reference books in their libraries that belong to high schools. Thus, 62.5% of matriculation school, 37.5% of CBSE School and 8 private school libraries possess more than 301 reference books in their libraries which belong to high schools in Karur district.

6.1.19. Reference Books in Higher Secondary School Libraries

It is depicted from the study that 39 state board school, 87.2% of government school, 7.7% of private school and 5.1% of aided school libraries possess 1 to 100 reference books in their libraries that belong to higher secondary schools. Hence, 12.5% of matriculation school, 87.5% of state board school, 62.5% of private school, 25% of aided school and 12.5% of municipality school libraries possess 101 to 200 reference books in their libraries which belong to higher secondary schools. However, 44.4% of matriculation school, 55.6% of state board school, 66.7% of private school, 22.2% of aided school and 11.1% of municipality school libraries have 201 to 300 reference books in their libraries that belong to higher secondary schools. Thus, 57.1% of matriculation school, 35.7% of state board school, 7.1% of ICSE School, 78.6% of private school and 21.4% of aided school libraries possess more than 301 reference books in their libraries which belong to higher secondary schools in Karur district.

6.1.20. Back Volumes in High School Libraries

It is depicted from the study that 36.9% of matriculation school, 63.1% of state board school, 46.2% of government school and private school, 4.6% of aided

school, 1.5% of municipality school and ADW school libraries possess 1 to 50 back volumes in their libraries which belong to high schools. Hence, 5 matriculation and private school libraries possess 51 to 100 back volumes in their libraries. However, 2 CBSE and Private school libraries possess 101 to 200 back volumes in their libraries. Thus, 1 CBSE School and private school libraries possess above 201 back volumes in their libraries that belong to high schools.

6.1.21. Back Volumes in High Secondary School Libraries

It is depicted from study that 6.1% of matriculation school, 93.9% of state board school, 69.4% of government school, 20.4% of private school, 8.2% of aided school and 2% of municipality school libraries possess 1 to 50 back volumes in their libraries which belong to higher secondary schools. Hence, 30% of matriculation schools, 70% of state board school, 60% of private school, 30% of aided school and 10% of municipality school libraries have 51 to 100 back volumes in their libraries which belong to higher secondary school libraries. However, 57.1% of matriculation school, 42.9% of state board school, 71.4% of private school and 28.6% of aided school libraries possess 101 to 200 back volumes in their libraries that belong to higher secondary school libraries. Thus, 75% of matriculation school, 25% of ICSE School and 4 private school libraries possess more than 201 back volumes in their libraries which belong to higher secondary schools in Karur district.

6.1.22. Newspapers in High School Libraries

It is clear from the study that 30.5% of matriculation school, 69.5% of state board school, 50.8% of government school, 40.7% of private school, 5.1% of aided school, 1.7% of municipality school and 1.7% of ADW School libraries get one newspaper in their libraries that belong to high schools. Hence, 5

matriculation school and private school libraries receive 2 newspapers in their libraries. However, 4 matriculation school and private school libraries get 3 newspapers in their libraries which belong to high schools. Thus, 40% of matriculation school, 60% CBSE School and 5 private school libraries get above four newspapers in their libraries that belong to high schools in Karur district.

6.1.23. Newspapers in Higher Secondary School Libraries

It is depicted from the study that 68% of government schools, 10% of private schools, 18% of aided schools and 4% of municipality school libraries get one newspaper in their libraries that belong to higher secondary schools. Hence, 57.1% of matriculation schools, 42.9% of state board school libraries get two newspapers every day in their libraries that belong to higher secondary schools. Thus, 80% of matriculation schools and 20% of state board school libraries get 3 newspapers everyday in their libraries that belong to higher secondary schools. However, 62.5% of matriculation schools, 25% of state boards schools and 12.5% of ICSE School libraries get above four newspapers in their libraries that belong to higher secondary schools in Karur district.

6.1.24. Library Services in High School and Higher Secondary School Libraries

The study reveals that 16.4% of high school libraries and 23.1% of higher secondary school libraries offer lending service in their libraries in Karur district. Hence, 12.3% of high school libraries, 38.6% of higher secondary school libraries offer reprography service and 19.2% of high school libraries, 40.0% of higher secondary school libraries offer Audio & Video service in their libraries in Karur district. However, 15.1% of high school libraries, 34.3% of higher secondary school libraries offer Internet service and 12.3% of high school libraries, 27.1% of

higher secondary school libraries offer library hour service in Karur district. Thus, 60.3% of high school libraries, 71.4% of higher secondary school libraries offer subject guide board service and 57.5% of high school libraries, 68.6% of higher secondary school libraries have display board service in Karur District.

However, 83.6% of high school libraries and 70% of higher secondary school libraries do not offer lending service in their libraries in Karur district. Hence, 87.7% of high school libraries, 61.4% of higher secondary school libraries do not offer reprography service and 80.8% of high school libraries, 60.0% of higher secondary school libraries do not offer Audio & Video service in their libraries in Karur district. However, 84.9% of high school libraries, 65.7% of higher secondary school libraries do not offer Internet service and 87.7% of high school libraries, 72.9% of higher secondary school libraries do not offer library hour service in Karur district. Thus, 39.7% of high school libraries, 28.6% of higher secondary school libraries do not offer subject guide board service and 42.5% of high school libraries, 31.4% of higher secondary school libraries do not have display board service in Karur District.

Table 6.4

Library Transactions for Staff Members in High School and Higher Secondary School Libraries in Karur District

S.No	Transactions	High Schools	%	Hr.Sec. Schools	%
1	Books	12	8.39	21	14.68
2	Reference Books	0	0	0	0
3	Magazines	0	0	0	0
4	Audio CD	0	0	0	0
5	Video CD	0	0	0	0
6	Back Volumes	12	8.39	21	14.68
7	Newspapers	0	0	0	0
8	Projects	12	8.39	21	14.68

It is inferred from the study that 8.39% of Staff members are allowed to borrow books from High School Libraries and 14.68% of Staff members are allowed to borrow books from Higher Secondary School Libraries. However, 8.39% of Staff members are allowed to borrow back volumes and Projects from High School Libraries and 14.68% of Staff members are allowed to borrow back volumes and Projects from Higher Secondary School Libraries in Karur District.

Table 6.5

Library Transactions for Students in High School and Higher Secondary School Libraries in Karur District

S.No	Transactions	High Schools	%	Hr.Sec. Schools	%
1	Books	12	8.39	21	14.68
2	Reference Books	0	0	0	0
3	Magazines	0	0	0	0
4	Audio CD	0	0	0	0
5	Video CD	0	0	0	0
6	Back Volumes	0	0	0	0
7	Newspapers	0	0	0	0
8	Projects	0	0	0	0

It is observed from the study that 8.39% of Students are allowed to borrow books from High School Libraries and 14.68% Students are allowed to borrow books from Higher Secondary School Libraries in Karur District. Hence, Reference books, Magazines, Audio CD, Video CD, Back Volumes, Newspapers and Projects are not allowed to be borrowed by students of High School and Higher Secondary School Libraries in Karur District.

6.1.25. Technology in High School and Higher Secondary School Libraries

It can be understood from the study that 20.5% of High School Libraries have CD Players, Inkjet Printers, and Laser Printers. Hence, 44.3% of Higher

Secondary School Libraries have CD Players, 42.9% of Higher Secondary School Libraries have Inkjet Printers and 44.3% of Higher Secondary School Libraries have Laser Printers. However, 6.8% of High School Libraries have Flatbed Scanners and 11.4% of Higher Secondary School Libraries have Flatbed Scanners. However, 20.5% of High School Libraries and 44.3% of Higher Secondary School Libraries have computers, 5.5% of High School Libraries and 11.4% of Higher Secondary School Libraries have Digital Cameras, 20.5% of High School Libraries and 44.3% of Higher Secondary School Libraries have DVD Players in Karur District. Hence, No High School Libraries and Higher Secondary School Libraries provide Telephone, Fax Machine and Pen Drives in Karur District.

6.1.26. Staffing in High School and Higher Secondary School Libraries

It is clear from the study that 52.1% of Staff members are working in High School Libraries and 35.7% of Staff members are working in Higher Secondary School Libraries in Karur District. However, 34.2% of Staff members have completed BLIS, 13.7% of Staff members have completed MLIS, 4.1% of Staff members have completed M.Phil , 47.9% of Staff members have completed any under graduation in High School Libraries in Karur District. Hence, 7.1% of Staff members have completed BLIS, 20.0% of Staff members have completed MLIS, 8.6% of Staff members have completed M.Phil, and 64.3% of Staff members have completed any under graduation in Higher Secondary School Libraries in Karur District. Thus, 46.6% of Staff members belong to Male category and 53.4% of Staff members belong to Female category in High School Libraries in Karur District, 47.1% of Staff members belong to Male category and 52.9% of Staff members belong to Female category in Higher Secondary School Libraries in Karur District.

Table 6.6

Status of Annual Budget in High School and Higher Secondary School Libraries in Karur District

S.No	Budget (in Rupees)	High Schools	%	Hr.Sec.Schools	%
1	Books	1283000	42.61	1728000	57.38
2	Non Books	121100	40.89	175000	59.10
3	Magazines	172500	42.64	232000	57.35
4	Equipment	593000	45.68	705000	54.31
5	Others	263500	53.39	230000	46.60

The present study reveals that 42.61% of fund is allotted to purchase books in High School Libraries and 57.38% of fund is allotted to purchase books in Higher Secondary School Libraries in Karur District. To purchase non-book materials, 40.89% of fund is allotted in High School Libraries and 59.10% of fund is allotted in Higher Secondary School Libraries in Karur District. However, 42.64% of fund is allotted to purchase Magazines in High School Libraries and 57.35% of fund is allotted to purchase Magazines in Higher Secondary School Libraries in Karur District. To purchase Equipment like Furniture, computers, 45.68% of fund is allotted in High School Libraries and 54.31% of fund is allotted in Higher Secondary School Libraries in Karur District. Hence, 53.39% of fund is allotted for miscellaneous in High School Libraries and 46.60% of fund is allotted in Higher Secondary School Libraries in Karur District.

6.1.27. Annual Budget for books in High School Libraries

It is observed from the study that 23.4% of matriculation schools, 76.6% of state board schools, 63.8% of government schools, 31.9% of private schools, 2.1% of municipality schools and 2.1% of ADW School libraries allot fund below ten thousand rupees for books in their libraries that belong to high schools. Hence,

77.8% of matriculation schools, 22.2% of state board schools, 83.3% of private schools and 16.7% of aided school libraries allot fund between Rs.10001 to 30000 for books in their libraries that belong to high schools. However, 75% of matriculation schools and 25% of state board school libraries allot fund between Rs.30001 to 50000 for books in their libraries that belong to high schools. Thus, 33.3% of matriculation schools and 66.7% of CBSE School libraries allot fund between Rs.50001 to 100000 for books in their libraries that belong to high school libraries in Karur district.

6.1.28. Annual Budget for books in Higher Secondary School Libraries

The study shows that 89.5% of government schools, 5.3% of private schools and 5.3% of municipality school libraries allot fund below ten thousand rupees for books in their libraries that belong to higher secondary schools. Hence, 30% of matriculation schools, 70% of state board schools, 55% of private schools and 45% of aided school libraries allot fund between Rs.10001 to 30000 for books in their libraries which belong to higher secondary schools. Thus, 33.3% of matriculation schools and 66.7% of state board school libraries allot fund between Rs.30001 to 50000 for books in their libraries that belong to higher secondary schools. However, 57.1% of matriculation schools, 28.6% of state boards schools and 14.3% of ICSE School libraries allot fund between Rs.50001 to 100000 for books in their libraries which belong to higher secondary schools in Karur district.

6.1.29. Annual Budget for Non-book materials in High School Libraries

The study reveals that 34% of matriculation schools, 66% of state board schools, 56.6% of government schools, 39.6% of private schools, 1.9% of municipality schools and 1.9% of ADW School libraries allot fund below one thousand rupees for non-book materials in their libraries that belong to high

schools in Karur district. However, 60% of matriculation schools, 40% of state board schools, 70% of private schools and 30% of aided school libraries allot fund between Rs.1001 to 2000 for non-books in their libraries which belong to high schools. Hence, 71.4% of matriculation schools, 28.6% of state board school libraries allot fund between Rs.2001 to 5000 for non-book materials in their libraries that belong to high schools in Karur district.

6.1.30. Annual Budget for Non-books in Higher Secondary School Libraries

It is understood from the study that 70.8% of government schools, 63% of private schools, 18.8% of aided schools and 4.2% of municipality school libraries allot fund below one thousand rupees for non-book materials in their libraries that belong to higher secondary schools in Karur district. However, 60% of matriculation schools, 40% of state board school libraries allot fund between Rs.1001 to 2000 for non-book materials in their libraries that belong to higher secondary schools. Hence, 50% of matriculation schools and 50% of state board school libraries allot fund between Rs.2001 to 5000 for non-book materials in their libraries which belong to higher secondary schools. Thus, 60% of matriculation schools, 20% of state board and ICSE Schools allot fund between Rs.5001 to 10000 for non-book materials in their libraries that belong to higher secondary schools. Hence, 50% of matriculation schools and state board schools allot fund between Rs.10001 to 20000 for non-book materials in their libraries which belong to higher secondary school libraries in Karur district.

6.1.31. Annual Budget for Magazines in High School Libraries

It is understood from the study that 11.1% of matriculation schools, 88.9% of state board schools, 83.3% of government schools, 13.9% of private schools and 2.8% of ADW School libraries allot annual budget below one thousand

rupees for magazines in their libraries which belong to high schools. However, 71.4% of matriculation schools, 28.6% of state board schools, 81% of private schools, 14.3% of aided schools and 4.8% of municipality school libraries allot annual budget between Rs.1001 to 2000 for magazines in their libraries that belong to high schools. Hence, 75% of matriculation schools, 25% of state board schools allot fund between Rs.2001 to 5000 for magazines in their libraries which belong to high schools. Thus, 50% of matriculation schools and CBSE School libraries allot fund between Rs.5001 to 10000 for magazines in their libraries which belong to high schools in Karur district.

6.1.32. Annual Budget for Magazines in Higher Secondary School Libraries

It is clear from the study that 5.9% of matriculation schools, 94.1% of state board schools, 35.3% of private schools, 52.9% of aided schools and 11.8% of school libraries allot annual budget between Rs.1001 to 2000 in their libraries which belong to higher secondary schools. Thus, 70% of matriculation schools and 30% of state board school libraries allot fund between Rs.2001 to 5000 for magazines in their libraries that belong to higher secondary schools. However, 50% of matriculation schools and state board school libraries allot fund between Rs.5001 to 10000 for magazines in their libraries that belong to higher secondary school libraries. Hence, 40% of matriculation schools and state board schools, 20% of ICSE School libraries allot fund between Rs.10001 to 20000 for magazines in their libraries which belong to higher secondary school libraries in Karur district.

6.1.33. Annual Budget for Equipment in High School Libraries

The study shows that 85.7% of government schools, 8.6% of aided schools, 2.9% of municipality schools and 2.9% of ADW School libraries do not allot any

fund for equipment in their libraries which belong to high schools. However, 84.6% of matriculation schools and 15.4% of state board schools allot fund between Rs.5001 to 10000 for equipment in their libraries that belong to high schools. Hence, 83.3% of matriculation schools, 16.7% of state board schools allot annual budget between Rs.10001 to 15000 for equipment in their libraries that belong to high schools. Thus, 57.1% of matriculation schools, 42.9% of state board schools allot fund between Rs.15001 to 20000 for equipment in their libraries that belong to high schools. However, 50% of matriculation schools and CBSE School libraries allot annual budget between Rs.20001 to 40000 for equipment in their libraries that belong to high schools in Karur district.

6.1.34. Annual Budget for Equipment in Higher Secondary School Libraries

The study reveals that 75% of matriculation schools, 25% of state board school libraries allot annual budget between Rs.5001 to 10000 for equipment in their libraries that belong to higher secondary schools. Thus, 33.3% of matriculation schools, 66.7% of state board school libraries allot annual budget between Rs.10001 to 15000 for equipment in their libraries which belong to higher secondary schools. However, 37.5% of matriculation schools, 62.5% of state board school libraries allot annual budget between Rs.15001 to 20000 for equipment in their libraries which belong to higher secondary schools. Hence, 66.7% of matriculation schools, 16.7% of state board schools and ICSE School libraries allot fund between Rs.20001 to 40000 for equipment in their libraries which belong to higher secondary schools. Thus, 66.7% of matriculation schools, 33.3% of state board school libraries allot annual budget above 40001 for equipment in their libraries that belong to higher secondary schools in Karur district.

6.1.35. Annual Budget for Miscellaneous in High School Libraries

The study shows that 85.7% of government schools, 8.6% of aided schools, 2.9% of municipality schools and 2.9% of ADW School libraries do not allot any

fund for miscellaneous expenses in their libraries that belong to high schools. However, 75% of matriculation schools, 25% of state board school libraries allot annual budget between Rs.1001 to 4000 for miscellaneous expenses in their libraries which belong to high schools. Hence, 86.7% of matriculation schools, 13.3% of state board school libraries allot fund between Rs.4001 to 6000 for miscellaneous expenses in their libraries that belong to high schools. Thus, 80% of matriculation schools, 20% of state board school libraries allot fund between Rs.6001 to 10000 for miscellaneous expenses in their libraries which belong to high schools in Karur district.

6.1.36. Annual Budget for Miscellaneous in Higher Secondary School Libraries in Karur District

It is understood from the study that 75.6% of government schools, 20% of aided schools, 4.4% of municipality school libraries do not allot any fund for miscellaneous expenses in their libraries which belong to higher secondary schools. Hence, 20% of matriculation schools, 80% of state board school libraries allot budget between Rs.1001 to 4000 for miscellaneous expenses in their libraries which belong to higher secondary schools. Thus, 66.7% of matriculation schools, 33.3% of state board school libraries allot fund between Rs.4001 to 6000 for miscellaneous expenses in their libraries that belong to higher secondary schools. However, 57.1% of matriculation schools, 28.6% of state board schools, 14.3% of ICSE School libraries allot fund between Rs.6001 to 10000 for miscellaneous expenses in their libraries that belong to higher secondary schools. Hence, 33.3% of matriculation schools, 66.7% of state board school libraries allot fund between Rs.10001 to 30000 for miscellaneous expenses in their libraries which belong to higher secondary schools in Karur district.

6.1.37. Advisory Committee in High School and Higher Secondary School Libraries

The present study reveals that 16.4% of High School Libraries and 35.7% of Higher Secondary School Libraries have an advisory committee in Karur district. Totally, 25.9% of school libraries have an advisory committee.Hence, 83.6% of High School Libraries and 64.3% of Higher Secondary School Libraries have no advisory committee and totally, 74.1% of school libraries do not have an advisory committee in Karur district.

6.1.38. Book Selection Policy in High School and Higher Secondary School Libraries

From the study, it is understood that 16.4% of High School Libraries and 34.3% of Higher Secondary School Libraries have book selection policy and totally, 25.2% of school libraries have book selection policy. However, 83.6% of High School Libraries and 65.7% of Higher Secondary School Libraries do not have book selection policy and totally, 74.8% of school libraries do not have book selection policy in Karur district.

6.1.39. Unscheduled Visits in High School and Higher Secondary School Libraries

The study reveals that 5.5% High School Libraries and 10.0% of Higher Secondary School Libraries allow unscheduled visits and totally, 7.7% of school libraries allow unscheduled visits. Thus, 94.5% High School Libraries and 90.0% of Higher Secondary School Libraries do not allow unscheduled visits and totally, 92.3% of school libraries do not allow unscheduled visits in Karur district.

6.1.40. Holiday Project Work in High School & Higher Secondary School Libraries

It is revealed from the study that 4.1% of High School Libraries and 8.6% of Higher Secondary School Libraries give holiday project work in Karur District

and totally, 6.3% of school libraries give holiday project work to students. Hence, 95.9% of High School Libraries and 91.4% of Higher Secondary School Libraries do not give holiday project work and totally, 93.7% of school libraries do not give holiday project work to students in Karur district.

6.1.41. Book Fair in High School and Higher Secondary School Libraries

The study reveals that 12.3% of High School Libraries and 24.3% of Higher Secondary School Libraries conduct a book fair every year in Karur District. Totally, 18.2% of school libraries conduct a book fair every year in Karur District. However, 87.7% of High School Libraries and 75.7% of Higher Secondary School Libraries do not conduct a book fair every year in Karur District and totally, 81.8% of school libraries do not conduct a book fair every year in Karur District.

6.2. RECOMMENDATIONS

The most important recommendation of this study is that two different disciplines or processes,called the educational process and the library process should work closely together at local, national and international level, in order to achieve an improvement in educational quality and academic achievement in a globalized society. Some recommendations for each specific process are:

6.2.1. Suggestions to School Libraries of Karur District

The study (School Library Resources and Services, Smith, R, 2011) which was conducted in Texas with funding from Texas State Library and Archives Commission investigated the Texas school library standards and had three objectives to examine school library resources, services and use on the basis of the School library programs, to determine the impact that school libraries have on students performance as measured by the percent of students who met minimum expectations on the reading portion of the state wide standardized test and highlighting library practices in the best performing schools. Hence, Performance measurements in libraries, 2nd revised edition (Poll, R and Boekhorst, P, 2007) does not specifically mention quality standards for school libraries; nevertheless this publication does provide a list of indicators for other kinds of libraries, such as resources, infrastructure, use, efficiency, potentials and development. Hence, the study reveals that 88.2% of government schools do not have a separate library building in Karur district. However, books have been kept in some other rooms and not at all used by the students. Hence, the government schools can be supported by the government of tamilnadu to build a separate building for Library. Therefore, 52.6% of government schools and 38.6% of private schools do not have enough racks in libraries in Karur district. Adequate fund can be allotted for this. 91.6% of government higher secondary schools have very less number of books in the library in Karur district. 89.5% of government higher secondary

schools allot very less fund for getting books for library. This can be solved by district educational authorities through allotting a lot of funds. 11% of high school libraries do not have electricity facility in Karur district. School authority of the district can take steps to solve this problem. 83.6% of high school libraries and 70% of higher secondary school libraries do not offer lending service in Karur district. School authority of Karur district can take necessary steps to make lending service in school library as compulsory one. 84.9% of high school libraries do not have internet facility in Karur district. Hence, a lot of funds can be allotted by school authority of Karur district for this issue. However, School libraries are no longer just for books. Instead, they have become sophisticated 21st century learning environments offering a full range of print and electronic resources that provide equal learning opportunities to all students, regardless of the socioeconomic or education levels of the community, but only when they are staffed by qualified professionals trained to collaborate with teachers and engage students meaningfully with information that matters to them both in the classroom and in the real world. Thus, 47.9% of high school and 64.3% of higher secondary school libraries in Karur district do not have library staff. The state government of Tamilnadu can appoint full time library staff for school libraries of Karur district and Post Graduation degree qualification must be made as compulsory. Overall, a lot of fund can be allotted to improve the current status of high school and higher secondary school libraries in Karur district. It can be done by the school authority of Karur district and the government of Tamilnadu.

6.2.2. From the point of view of the Library world

National school library associations should be encouraged to carry out regular national surveys of school libraries in their own country. Data collected at national level would not only be useful for national policy strategies, but would also provide accurate quantitative and qualitative information for international surveys. Before data collection commences, clear international definitions should

be provided and should not be left to the discretion of interviewees. New free software makes this possible and relatively simple. These surveys should contain qualitative and quantitative questions. They should not only survey the actual physical and digital facilities which school libraries have, but they should also collect data about library staffing and the way in which the educational quality is enhanced by the use of the library, including some indicators described by Heany. Since school libraries are special libraries which have a specific function within the educational process, data related to education and pedagogy should also be collected.A lobby at national and international level is suggested for the implementation of a statuary national school library law. The establishment of national school library associations in countries where they do not exist is recommended. In some cases there are financial questions which make this difficult.However, according to Clyde (2001) the school library should no longer be dependent upon the public library. It now plays an independent role in both education and librarianship.Also, the education of young school librarians and information specialists at tertiary level needs to be urgently addressed. Graduates should receive accreditation in both education and library and information science (LIS). Students also need an incentive to follow this training (the prospect of a 'good' job at the end of the training).

6.2.3. From the point of view of the world of education

Regular qualitative and quantitative studies should be carried out at local, national and international level, in order to ascertain how ICT and educational technology are actually being used as an educational tool (Cuban, 2003). Costs should be reviewed in relationship to increase educational quality. A further study is needed to clearly define the structure of the school of the 21st century, so that 21st century learning skills can be implemented effectively, in order to increase educational quality and academic achievement. New forms of learning, new literacy and 21st century learning skills should also be examined and applied

appropriately. This structure should clearly clarify the qualifications and training of those who carry out designated tasks within that structure. The study should also define the need for testing and re-training at all levels, and describes how often this re-training should take place. The use of media and ICT has become an integral part of everyday life. It is essential that the school community learns to use these evolving technologies in a careful and thoughtful way. The essential 21st century learning skills should become a part of the school curriculum and should be taught by a qualified person. The decision to include these new subjects in the curriculum should be made at national level and should not be left to the discretion of the school itself.A further study at international level should review the skills and qualifications of effective school leaders in a school in the 21st century. The responsibilities of these school leaders and their need for educational vision have increased since the introduction of educational reforms, the use of ICT and educational technology and new forms of learning into the schools. If necessary, additional training should be provided.The entire school community should receive continuous, specific, instruction and re-training, in order to keep up with the continuously evolving changes in education and in society which have come about since the introduction of ICT into our lives. The effect of a bonus scheme, which would motivate participants to complete their training quickly, should be investigated at national and international level.

6.3. CONCLUSION

A library is a storehouse of information and a key to the knowledge, but the era of information technology revolution has relegated the librarians especially in schools to the background. The audio-visual media specially the Internet has lured the budding readers away from the printed works like the Pied Piper. There is a great need for the development of school libraries in India. If the reading habits of the students have to be changed, the conditions of the school libraries have to be improved. For this purpose, the central as well as the state government, the school authorities, the school librarian and the teachers will all have to work together. Firstly, the government of India must ensure that the school library has a well-stocked active collection managed by a qualified librarian. For this purpose, school library legislation should be passed as soon as possible. Secondly, the positive attitude of the school principal is very important. He should clearly lay down policies regarding the school library services including its goals, priorities and services as well as its relation to the school curriculum. In fact, CBSE in India has recently brought out a book entitled "Organizing school libraries – Guidelines". It provides useful information for the school principals to upgrade their school libraries and make them more functional. They should organise their school libraries according to the guidelines provided.

The school librarians in India must play a positive role of being the information providers. Librarians must assist the teachers and students to search out their information needs critically evaluate the materials and use technological means to synthesize their findings into new knowledge. Hence, they must become proficient in the use of the new technologies themselves first to promote them and instruct students and teachers in their use. They must expand their traditional service environment to that of computer-based data and sophisticated information-seeking strategies. They must analyse their learning and information needs, to locate and use resources and to communicate the same to their users. They must develop policies, practices, and curricula required by the students for information

literacy. As such, they have to work closely with the teachers in planning and implementing learning programs that will equip students with the skills necessary to succeed in a constantly changing social and economic environment. They can also make use of the resources that are available on the Internet including Resources for School Librarians that indicate resources on learning and teaching, information access, program administration, technology, education and employment as well as continuing education, International Children's Digital Library, etc. The school librarian should also make a webpage of the school library highlighting the collection, OPAC and other services provided. Moreover, the school libraries in India should also become members of International Association of School Libraries and should send their details to it for inclusion of their name in the list of school libraries. The library associations at the state as well as the national level can also play a very important role in the development of school libraries in India. Indian Library Association should support international initiatives to promote school library activities and should promote the importance of school libraries through their publications. These should support research in school librarianship and undertake projects to help school libraries to effective perform the information literacy program. Such an agency should highlight the basic responsibilities of the school librarians as well as the responsibilities of the teachers and the school authorities towards the library by drafting standards keeping in mind the requirements of the present day school students. Regional workshops should also be conducted to promote best practices in the school libraries. However, in the absence of set standards, the school librarians in India can use IFLA/UNESCO school library guidelines for framing up various policies. Indian School Library Association should be established on the pattern of other such associations the world over that should bring out a directory of school libraries, hold regular conferences for interaction amongst the school librarians and must bring out a journal featuring various aspects of school libraries. Last but not the least, a network of school libraries can also be established.

Appendix 1 - List of High Schools and Higher Secondary Schools in Karur District

S.No	Name of the School	Name of the Place	School Level
1	Government High School	Manmangalam	High School
2	Government High School	Koyampalli	High School
3	Government High School	N.Pudur	High School
4	Government High School	Andankovil East	High School
5	Government High School	Koundampalayam	High School
6	Government High School	Vellianai	High School
7	Government High School	Pallapalayam	High School
8	Government High School	Vangal	High School
9	Government High School	Punjai Thotta Kurichi	High School
10	Government High School	Jegadabhi	High School
11	Government High School	Kurumpappatti	High School
12	Government High School	Kaarvazhi	High School
13	Government High School	Aravakurichi	High School
14	Government High School	Mayanoor	High School
15	Government High School	Kattalai	High School
16	Government High School	Punavasipatti	High School
17	Government High School	Mettuthirukkampuliyur	High School
18	Government High School	Chinna Sengal	High School
19	Government High School	Nachalur	High School
20	Government High School	Neithalur	High School
21	Government High School	Thennilai	High School
22	Government High School	G.Udaiyaarpatti	High School

23	Government High School	Alathur	High School
24	Government High School	Pavithiram	High School
25	Government High School	Pillur	High School
26	Government High School	Varikkappatti	High School
27	Government High School	Thimmacchipuram	High School
28	Government High School	Periya Thirumangalam	High School
29	Government High School	Balasamuthirappatti	High School
30	Government High School	Kavalkaranpatti	High School
31	Government Higher Secondary School	Karur	Higher Secondary School
32	Government Higher Secondary School	Dhammanayakkanpatti	Higher Secondary School
33	Government Higher Secondary School	Vellianai	Higher Secondary School
34	Government Higher Secondary School	Uppidamangalam	Higher Secondary School
35	Government Higher Secondary School	Thanthonimalai	Higher Secondary School
36	Government Higher Secondary School	Noyyal	Higher Secondary School
37	Government Higher Secondary School	Vangal	Higher Secondary School
38	Government Higher Secondary School	Nerur	Higher Secondary School
39	Government Higher Secondary School	Renganathampettai	Higher Secondary School
40	Government Higher Secondary School	Andipattikkottai	Higher Secondary School
41	Government Higher Secondary School	K.Paramathi	Higher Secondary School
42	Government Higher Secondary School	Aravakurichi	Higher Secondary School
43	Government Higher Secondary School	Malaikovilur	Higher Secondary School
44	Government Higher Secondary School	Easanaththam	Higher Secondary School
45	Government Higher Secondary School	Thennilai	Higher Secondary School
46	Government Higher Secondary School	Elavanur	Higher Secondary School
47	Government Higher Secondary School	Vengampatti	Higher Secondary School
48	Government Higher Secondary School	Krishnarayapuram	Higher Secondary School

49	Government Higher Secondary School	Lalapettai	Higher Secondary School
50	Government Higher Secondary School	Panchappatti	Higher Secondary School
51	Government Higher Secondary School	Kaniyalampatti	Higher Secondary School
52	Government Higher Secondary School	Kurunikulathuppatti	Higher Secondary School
53	Government Higher Secondary School	Palaya Jeyamkondam	Higher Secondary School
54	Government Higher Secondary School	Kulithalai 1	Higher Secondary School
55	Government Higher Secondary School	Thogaimalai	Higher Secondary School
56	Government Higher Secondary School	Kadavur	Higher Secondary School
57	Government Higher Secondary School	Raachchandarthiramalai	Higher Secondary School
58	Government Higher Secondary School	Palaviduthi	Higher Secondary School
59	Government Higher Secondary School	Sengulam	Higher Secondary School
60	Government Higher Secondary School	Inungur	Higher Secondary School
61	Government Higher Secondary School	Periyakulaththuppalayam	Higher Secondary School
62	Government Higher Secondary School	K.P.Thalaippatti	Higher Secondary School
63	Government Higher Secondary School	Thumpivadi	Higher Secondary School
64	Government Higher Secondary School	Ayyermalai	Higher Secondary School
65	Kumaran Municipal High School	Karur	High School
66	Municipal Higher Secondary School	Karur	Higher Secondary School
67	Pasupatheeswara Municipal Higher Secondary School	Karur	Higher Secondary School
68	Morning Star High School	Karur	High School
69	NNR High School	Nangawaram	High School
70	Thiru Vi Ka High School	Panikkampatti	High School
71	Government A D W High School	Sanappiratti	High School
72	Arangasamy Goundar Higher Secondary School	Nadaiyanoor	Higher Secondary School
73	C S I Boys Higher Secondary School	Karur	Higher Secondary School
74	C S I Girls Higher Secondary School	Karur	Higher Secondary School

75	Vivekananda Higher Secondary School	Pasupathipalayam	Higher Secondary School
76	Rani Meyyammai Higher Secondary School	Puliyur	Higher Secondary School
77	Sri Sarada Girls Higher Secondary School	Pasupathipalayam	Higher Secondary School
78	St. Theresa's Girls Higher Secondary School	Pasupathipalayam	Higher Secondary School
79	Pallapatti Boys Higher Secondary School	Pallapatti	Higher Secondary School
80	Uswathun Hasana oriental Arabic Girls Hr.Sec School	Pallapatti	Higher Secondary School
81	Bharathi Vidhyalaya High School	Kulithalai	High School
82	Bharathi High School	Vellianai	High School
83	St. Annes High School	Kalladai	High School
84	Umaiyal High School	Mudikanam	High School
85	John High School	Sivayam	High School
86	National High School	Thanneerpalli	High School
87	Ashram Higher Secondary School	Manavadi	Higher Secondary School
88	Cheran Higher Secondary School	Punnamsathiram	Higher Secondary School
89	P.A.Vidhyabhavan Higher Secondary School	Khakkavadi	Higher Secondary School
90	Vallalar Higher Secondary School	Manmangalam	Higher Secondary School
91	Rasama Higher Secondary School	Vettamangalam	Higher Secondary School
92	Southiya Oriental Higher Secondary School	Chinthamanipatti	Higher Secondary School
93	Kongu Higher Secondary School	Vennaimalai	Higher Secondary School
94	Annai Indira Higher Secondary School	Lalapet	Higher Secondary School
95	Aasee Higher Secondary School	Pavithiram	Higher Secondary School
96	Annai Leo Higher Secondary School	Sevapur	Higher Secondary School
97	Karur Saraswathi Vidhyalaya Higher Secondary School	Tulasikodumbu	Higher Secondary School
98	TNPL Matric Higher Secondary School	Kagithapuram	Higher Secondary School
99	Cheran Matric Higher Secondary School	Vengamedu	Higher Secondary School
100	Vivekananda Matric Higher Secondary School	Pasupathipalayam	Higher Secondary School

101	Guruvidhyalaya Matric Higher Secondary School	Karur	Higher Secondary School
102	Kongu Vellalar Matric Higher Secondary School	Karur	Higher Secondary School
103	St. Antony's Matric Higher Secondary School	Karur	Higher Secondary School
104	Gurudevar Matric Higher Secondary School	Minnampalli	Higher Secondary School
105	K.V.B.O.A. Matric Higher Secondary School	Karur	Higher Secondary School
106	Bharani Park Matric Higher Secondary School	Karur	Higher Secondary School
107	Rajah Muthiah Matric Higher Secondary School	Puliyur	Higher Secondary School
108	Arumugam Academy Matric Higher Secondary School	Aravakurichi	Higher Secondary School
109	Crescent Matric Higher Secondary School	Pallapatti	Higher Secondary School
110	Holy Madonnas Matric Higher Secondary School	Lalapet	Higher Secondary School
111	Rani Meyyammai Matric High School	Puliyur	High School
112	St. Theresa's Matric High School	Karur	High School
113	MacMillan Matric High School	Mookanamkirichi	High School
114	Thirumalai Matric High School	Vengamedu	High School
115	Lords Park Matric High School	Gandhigramam	High School
116	Venus Matric High School	Pallapatti	High School
117	Star Matric High School	Andankovil	High School
118	Hajee Meera Academy Matric High School	Easanaththam	High School
119	Rasama Matric High School	Vettamangalam	High School
120	Vallalar Matric High School	Manmangalam	High School
121	N R M G Matric High School	Thanthonimalai	High School
122	Cheran Matric High School	Ramakrishnapuram	High School
123	Omsakthi Academy Matric High School	Thennilai	High School
124	Srinivasa Matric High School	Sakthinagar, Karur	High School
125	St. Marys Matric High School	Vangal	High School
126	Malar Matric High School	Emur	High School

127	Jairam Matric High School	Karur	High School
128	Navajeevan Matric High School	Panjamadevi	High School
129	Oxford Matric High School	Pallapatti	High School
130	R.N. Matric High School	Chinnadharapuram	High School
131	Alameen Matric High School	Pallapatti	High School
132	Vidyabharathi Matric High School	Kulithalai	High School
133	Little Fary's Matric High School	Kulithalai	High School
134	Dominic Saviour Matric High School	Kulithalai	High School
135	Omsakthi Matric High School	Naduppatti	High School
136	Mount Greece Matric High School	Ayyermalai	High School
137	Lakshmi Matric High School	Tharagampatti	High School
138	Kalaimagal Matric High School	Kulithalai	High School
139	Saraswathi Vidhyalaya Matric High School	Lalapet	High School
140	Pon Vidya Mandir	Karur	High School
141	Bharani Vidyalaya	Karur	High School
142	Chettinad Vidya Mandir	Puliyur	High School
143	Little Angels	Karur	Higher Secondary School

APPENDIX 2 – QUESTIONNAIRE

THE STATUS OF HIGH SCHOOL AND HIGHER SECONDARYSCHOOL LIBRARIES INKARUR DISTRICT: A STUDY

SECTION: 1 - SCHOOL PROFILE

Name of the School :

Address :

Phone No :

Email :

S1.1. School Level

1☐High School 2☐Higher Secondary School

S1.2. Type of School

1☐Matriculation School 2☐CBSE School

3☐State Board 4☐Others

S1.3. School Category

1☐Government School 2☐ Private School

3☐Aided School 4☐Municipality School

5☐ Ade Dravidar Welfare School (ADW)

SECTION: 2 – PHYSICAL INFRASTRUCTURE

S2.1. Does the School have Library?

1☐Yes 2☐No

S2.2	Size of the Library (In Square Feet) (Write as NSB, if there is no separate building)	
S2.3	Number of Racks available in Library	
S2.4	Number of Reading Tables available in Library	
S2.5	Number of Chairs available in Library	
S2.6	Number of Magazine Stands available in Library	

Whether the following facilities are available in the library or not?

S2.7. Reading Room	1☐ Available	2☐ Not available
S2.8. AC (Air Conditioned)	1☐ Available	2☐ Not available
S2.9. Electricity Facility	1☐ Available	2☐ Not available
S2.10. Water Facility	1☐ Available	2☐ Not available
S2.11. Separate Toilet Facility	1☐ Available	2☐ Not available
S2.12. Computer Access Area	1☐ Available	2☐ Not available

SECTION: 3 – SCHOOL LIBRARY COLLECTION

S3.1	Number of Books available in Library	
S3.2	Number of Non-Book Materials available in Library	
S3.3	Number of Magazines & Journals available in Library	
S3.4	Number of Reference Books available in Library	
S3.5	Number of Back Volumes available in Library	
S3.6	Number of Newspapers available in Library	

Period wise Classification of Periodical Collection in the Library

S.No	Periodicity	Number of Periodicals
S3.7	Weekly	
S3.8	Fortnightly	
S3.9	Monthly	
S3.10	Others	

SECTION: 4 – LIBRARY SERVICES

Does the library have the following services?

S4.1	Lending Service (Issue, Return& Renewal)	1☐ Available	2☐ Not available
S4.2	Xerox Service (Reprography)	1☐ Available	2☐ Not available
S4.3	Audio & Video Service	1☐ Available	2☐ Not available
S4.4	Internet Facility	1☐ Available	2☐ Not available
S4.5	Library Hour	1☐ Available	2☐ Not available
S4.6	Subject Guide Board	1☐ Available	2☐ Not available
S4.7	Display Board Service	1☐ Available	2☐ Not available

SECTION: 5 – TRANSACTIONS

Can the users (Students and Staff Members) take the following resources out of the Library? (Lending Facility)

	Resources	Staff	
S5.1	Books	1☐ Yes	2☐ No
S5.2	Reference Materials	1☐ Yes	2☐ No
S5.3	Magazines and Journals	1☐ Yes	2☐ No
S5.4	Audio CD & Audio Cassettes	1☐ Yes	2☐ No
S5.5	Video CD and Video Cassettes	1☐ Yes	2☐ No
S5.6	Back Volumes	1☐ Yes	2☐ No
S5.7	Newspapers	1☐ Yes	2☐ No
S5.8	Projects	1☐ Yes	2☐ No

	Resources	Students	
S5.9	Books	1☐ Yes	2☐ No
S5.10	Reference Materials	1☐ Yes	2☐ No
S5.11	Magazines and Journals	1☐ Yes	2☐ No
S5.12	Audio CD & Audio Cassettes	1☐ Yes	2☐ No
S5.13	Video CD and Video Cassettes	1☐ Yes	2☐ No
S5.14	Back Volumes	1☐ Yes	2☐ No
S5.15	Newspapers	1☐ Yes	2☐ No
S5.16	Projects	1☐ Yes	2☐ No

What is the maximum number of books which a student can take out of the library at a time?

S.No	Category	
S5.17	Number of Books	
S5.18	Varies by Grade Level	

What is the maximum number of books which a staff member cantake out of the library at a time?

S.No	Category	
S5.19	Number of Books	
S5.20	Varies by Department wise	

SECTION: 6 – SCHEDULING

S6.1. Which of the following best describes the type of scheduling for classes in this Library?

1☐All classes regularly scheduled

2☐Some classes regularly scheduled, other classes flexibly scheduled

S6.2. How frequent are the scheduled periods?

1☐Weekly

2☐once every 2 weeks

3☐Varies by Grade Level

S6.3. Who makes library scheduling decisions?

1☐Principal 2☐Headmaster

3☐Library Staff4☐Library Staff Collaborating with Class room teachers

S6.4. When can students use the library independently?

1☐During Scheduled Periods 2☐During Lunch Break

3☐Between Classes or during recess 4☐Before or After School5☐Never

Are the following persons allowed to use the library?

S6.5. Students	1☐ Yes	2 ☐ No
S6.6. Teaching Staff	1☐ Yes	2 ☐ No
S6.7. Non-Teaching Staff	1☐ Yes	2 ☐ No
S6.8. Parents	1☐ Yes	2 ☐ No

SECTION: 7 – TECHNOLOGY

Does your library provide the following equipment?

S7.1	Telephone	1☐ Yes	2☐ No
S7.2	Fax Machine	1☐ Yes	2☐ No
S7.3	CD Players	1☐ Yes	2☐ No
S7.4	Inkjet Printers	1☐ Yes	2☐ No
S7.5	Laser Printers	1☐ Yes	2☐ No
S7.6	Flatbed Scanners	1☐ Yes	2☐ No
S7.7	Computers	1☐ Yes	2☐ No
S7.8	Pen Drives	1☐ Yes	2☐ No
S7.9	Digital Cameras	1☐ Yes	2☐ No
S7.10	DVD Player(s) for Student &Staff use	1☐ Yes	2☐ No

How many computers does this library have for Students, Staff and for Internet?

S7.11	For Students	
S7.12	For Staff use	
S7.13	For Internet	

SECTION: 8 – STAFFING

S8.1. How many staff members are working in the library?

1☐1 2☐2

3☐3 and above 4☐No

S8.2. Mention the qualification of the Librarian (or) In charge of the Library

1☐CLIS 2☐BLIS 3☐MLIS 4☐M.Phil

5☐PhD 6☐Any UG 7☐Any PG 8☐Others

S8.3. Gender of the Librarian or In charge of the Library

1☐Male 2☐Female

S8.4. Age of the Librarian or In charge of the Library :

SECTION: 9 – ANNUAL BUDGET

Please mention the annual budget for library:

	Category	Annual Budget (Rs.)
S9.1	Books	
S9.2	Non Book Materials (eg.,Audio, Video CD etc.,)	
S9.3	Magazines, Journals and Newspapers	
S9.4	Equipment (e.g.. Computers, Furniture etc.,)	
S9.5	Others (Miscellaneous)	

SECTION: 10 – SCHOOL LIBRARY MANAGEMENT

S10.1	Does the school library have an advisory committee?	1☐ Yes	2☐ No
S10.2	Does the school library have a book selection policy?	1☐ Yes	2☐ No
S10.3	Does the school library allow unscheduled visits as needed by students?	1☐ Yes	2☐ No
S10.4	Does the school library give holiday project work for students?	1☐ Yes	2☐ No
S10.5	Does the school library arrange any book fair in the school?	1☐ Yes	2☐ No

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